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ABSTRACT

This guide is designed for use in teaching general employability skills to disadvantaged and handicapped learners. Although the materials were specifically developed for home economics special needs programs, teachers in other areas also may find the guide useful. Covered in the individual sections of the guide are the following topics: self-awareness; social responsibility; resource management (goal setting and decision making, resources, money management, spending plans, and time management); independent living (communication skills, physical fitness, grooming, clothing, food, shelter, home care, and transportation); career awareness (the value of working, types of jobs, and career planning); getting a job (looking for a job, applying for a job, and interviewing for a job); and suitable work habits (the characteristics of a good worker, on-the-job relationships, and safety and emergency procedures). Each section contains lists of competencies, related sub-competencies, words to know, behavioral objectives, and suggested learning and evaluation activities. A reference list of materials to be used in teaching employability skills to the handicapped is appended. (MN)

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ORIENTATION: SPECIAL NEEDS

VOCATIONAL EDUCATION FOR THE HANDICAPPED

Materials Developed and Distributed by

Home Economics Instructional Materials Center
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Directed by

Texas Tech University
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Department of
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In cooperation with

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DESCRIPTION OF
HOME ECONOMICS INSTRUCTIONAL MATERIALS CENTER

The Home Economics Instructional Materials Center was established September 1, 1967, as a cooperative project between the Division of Homemaking Education, Texas Education Agency, and the College of Home Economics, Home Economics Education Department, Texas Tech University at Lubbock, Texas. The Center is one of five curriculum centers in four locations which make up the Texas Instructional Materials System.

The instructional materials developed at the Center are intended to assist teachers and coordinators in promoting and teaching home economics in the following program areas:

Homemaking Education (Useful)
Home Economics Cooperative Education
Home Economics Pre-Employment Laboratory Education
Home Economics Coordinated Vocational-Academic Education
Home Economics Vocational Education for the Handicapped

The homemaking education staff at Texas Education Agency, home economics teachers across the state, teacher educators, subject matter specialists, and advisory councils of business and industry representatives participate in the development of each publication. The Center staff coordinates the development of the instructional materials.

Special acknowledgment is given to the following persons:

Elizabeth F. Smith, former Director, Homemaking Education, Texas Education Agency, who conceived the original plan for establishing the Center; Jean Barton, Director, Homemaking Education, Texas Education Agency, who works cooperatively with the Center to identify ways to meet best the instructional materials needs of consumer and homemaking education programs in Texas; and Patricia Lindley, Education Program Director, Research Coordinating Unit, Texas Education Agency, who coordinates the activities of the five instructional materials centers in Texas.

Dr. Donald S. Longworth, Dean, College of Home Economics, and Dr. Camille G. Bell, Chairperson, Department of Home Economics Education, Texas Tech University, who serve the Center in an advisory capacity.

Linda R. Glosson, Director
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Orientation: Special Needs, prepared by the Home Economics Instructional Materials Center at Texas Tech University, is the result of the combined efforts and ideas of many people, including:

Irma Brownlow, CVAE teacher, Humble, Texas, and Mae Kelly, VEH teacher, San Antonio, Texas, who spent one month at the Center helping with the writing of *Orientation: Special Needs.*

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HOW TO USE THIS GUIDE

In this guide the following format is used.

Concepts

Several major concepts related to orientation are developed in this guide. No attempt has been made to determine the order in which the concepts or sub-concepts should be taught. It is felt that the order will vary considerably from one class to another, depending on such things as students' abilities and interests, the time the class meets, projects chosen, equipment available, and the teacher's own experience, interests, and abilities.

Sub-concepts

Several sub-concepts are needed to develop each major concept. Competencies, words to know, objectives, and learning and evaluation experiences are used to develop each sub-concept. The sub-concepts are developed as follows:

Competencies: The major abilities needed by the student are listed at the beginning of each topic.

Sub-Competencies: Related sub-competencies are given for each major competency. The sub-competencies provide a more detailed description of the abilities needed for employment.

Words to Know: Including the key words in each concept aids the teacher in building the students' vocabulary. Knowing these words is essential to learning the material presented.

Behavioral Objectives: Outcomes which should result from successful completion of the learning and evaluation experiences are given as behavioral objectives. The letters in parentheses at the end of each objective key the objectives to the domains and levels of learning as follows: Cognitive Domain–Knowledge (C-K), Comprehension (C-C), Application (C-Ap), Analysis (C-An), Synthesis (C-S), Evaluation (C-E); Psychomotor Domain–Perception (P-P), Set (P-S), Guided Response (P-GR), Mechanism (P-M), Complex Overt Response (P-COR); Affective Domain–Receiving (A-Rec), Responding (A-Res), Valuing (A-V), Organization (A-O), Characterization (A-C). When objectives in more than one domain might be written for a learning experience, only the domain most closely related is used. Because such overlapping is particularly true at the lower levels of the three domains, only objectives in the cognitive domain are included at these levels. When objectives at more than one level might be written for a learning experience, only the higher objective is given. The teacher must assume responsibility for determining the highest level objectives each student is capable of reaching.

Learning and Evaluation Experiences: Suggestions are provided through the learning and evaluation experiences for ways each concept might be taught using a variety of teaching methods and techniques. Many of the suggested experiences may be used to evaluate the student's progress toward objectives. When information was available on making adaptations to accommodate various handicaps, it was included in the appropriate learning and evaluation experiences.

PREFACE

Recent federal legislation has placed greater emphasis on meeting the special educational needs of disadvantaged and handicapped persons. The legislation pertains to civil rights in education, vocational preparation, and job placement and promotion. Specifically, the laws provide a basis for the development of educational programs for the handicapped and disadvantaged. *Orientation: Special Needs* is designed to meet the needs of handicapped and disadvantaged students enrolled in Vocational Education for the Handicapped (VEH) programs or in Coordinated Vocational-Academic Education (CVAE) programs teaching occupational skills related to home economics.

The Vocational Education for the Handicapped (VEH) program is one means of providing vocational education for students with special learning needs. The VEH program is designed to provide vocational education to prepare students for gainful employment, and to provide students with a vocational curriculum that departs from traditional content and methods. The program is intended for students with exceptional handicaps who cannot succeed in regular vocational programs. Only students eligible for special education are eligible for Vocational Education for the Handicapped.

Coordinated Vocational-Academic Education is designed for disadvantaged students with special learning needs. The program is for in-school youth possessing academic, socioeconomic, or other handicaps which prevent them from succeeding in traditional educational endeavors. The program includes vocational instruction that provides opportunities for achieving a viable vocational skill, and modified academic instruction that provides basic knowledge in the fields of mathematics, science, English, and social studies. The dual-phase approach enables students enrolled to reach maximum personal development, including employment potential, within their abilities in the shortest possible time. The program must be supported by a specialized guidance and counseling program.

Orientation: Special Needs is designed for use in teaching general employability skills to disadvantaged and handicapped learners. It includes a variety of learning activities requiring minimal reading skills. Activities are designed to appeal to as many of the learner's senses as possible. The guide begins with basic competencies and builds toward those competencies needed for employment. Although the materials were designed for home economics special needs programs, teachers in other programs also may find the guide useful.

The following concepts are included: self-awareness, social responsibility, resource management, independent living, career awareness, job hunting, and work habits.

Teaching Aids: Following each sub-concept are directions for transparencies, posters, bulletin boards, flannel boards, instant slides, and other visuals; and suggestions for simulation games, case studies, skits, and stories which may be used in carrying out the suggested learning experiences in the lesson.

The guide is presented by concepts, rather than units, to provide maximum freedom for the teacher to adapt the materials to the local situation. The material is not designed for use in any particular community. The teacher will need to use initiative, imagination, and creativity in working cooperatively with students, parents, employers, the school, and the community.

The teacher is not expected to use all the suggested experiences given in this guide. The teacher may adapt, supplement, and expand the suggestions in view of the specific needs, interests, abilities, backgrounds, and levels of maturity of the students. The variety of experiences included should enable the teacher to select those teaching-learning experiences that will help the students reach the objectives necessary for employment.

The guide emphasizes ways various concepts might be taught rather than trying to include all the information the teacher will need to know to carry out the suggested learning and evaluation experiences. As students gain in knowledge and experience, the learning experiences should become increasingly difficult and time pressures should be added to make the experiences realistic.

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INSTRUCTIONAL MATERIALS

SELF-AWARENESS

Understanding Yourself

COMPETENCY: Ability to relate own interests and abilities to career choice.

SUB-COMPETENCY: Ability to develop a good self-image.

WORDS TO KNOW: self-image, personal strengths, personal weaknesses, self-confidence

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Cite the importance of understanding yourself (C-K)	Listen as your teacher explains the importance of understanding yourself. Why do you act differently from others? [NOTE TO TEACHER: Remind students that even though our bodies are very much alike, we are each individuals and behave differently from others. One of the main reasons we behave differently from others is because the things that happen in our lives as we grow up are different for each person. These things affect the way we feel, think, and behave.]
Describe the importance of understanding yourself (C-C)	In your own words, describe why we all act differently. How does being an individual cause us to act differently from others? Is it good or bad? Why is it neither?
Identify the meaning of self-image (C-K)	Listen as your teacher describes the meaning of self-image. How can discovering what your self-image is help you to understand yourself?
Describe your own self-image (C-C)	With your teacher's help, write down the first five words that come to mind when you think of yourself. How do these words describe you? In your own words, describe yourself to your classmates. Why would others sometimes describe you differently from the way you describe yourself? What do you like best about yourself? What do you like least about yourself?
Note the importance of having a good self-image (C-K)	Listen as your teacher explains the importance of having a good self-image. How does your self-image affect the way you behave? How can feeling good about yourself help you to be a better worker?
Describe people who have a good self-image (C-C)	Take turns describing people you think have a good self-image. How do these people get along with others?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Determine if you have a good self-image or a bad self-image (C-An)	With your teacher's help, complete the self-image rating scale to see if you have a good self-image or a bad self-image. (See p. 7.) In what ways do you need to improve your self-image? [NOTE TO TEACHER: Help students check the areas on the self-image rating scale that need improvement.]
Identify ways to develop a good self-image (C-K)	Listen as your teacher explains ways to develop a good self-image. How can you improve your self-image? [NOTE TO TEACHER: Ways to develop a good self-image include: (1) Accept yourself as you are now; change can come later. (2) Recognize your personal strengths and weaknesses. (3) Try to overcome your fears.]
Note the importance of accepting yourself (C-K)	Listen as your teacher explains the importance of accepting yourself. Does accepting yourself mean liking yourself? What does it mean to accept yourself? How can accepting yourself help you to have a good self-image? Why is it important to try to accept yourself before trying to change?
Describe the importance of accepting yourself (C-C)	In your own words, explain the importance of accepting yourself.
Identify the importance of recognizing personal strengths and weaknesses (C-K)	Listen as your teacher explains the importance of recognizing your personal strengths and personal weaknesses. What is meant by personal strengths? What is meant by personal weaknesses? Why does every person have both personal strengths and personal weaknesses?
List your personal strengths and weaknesses (C-K)	With your teacher's help, list your strengths and weaknesses. Why is it important to take advantage of your personal strengths? How can taking advantage of your personal strengths help you to gain self-confidence? [NOTE TO TEACHER: Steps for taking advantage of personal strengths include: (1) Do the things that you do best. (2) Develop the personal strengths that you have. (3) Become the best person you can be. (4) Be patient with yourself and with others.]
Describe your personal strengths (C-C)	Look through magazines to find pictures that show your personal strengths, including interests, skills, or abilities you have. Take turns describing your interests, skills, or abilities to your classmates and explain how you could take advantage of these personal strengths.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Explain the use of personal strengths (C-C)	Listen to a case study about a worker who used personal strengths in a job. [NOTE TO TEACHER: What were John's personal strengths? How did he use his personal strengths in his job? How did using his personal strengths help John to be a better worker?]
	Describe to the class how taking advantage of personal strengths could help you gain self-confidence and be a better worker.
Identify the importance of overcoming fears (C-K)	Listen as your teacher explains the importance of overcoming fears. In your own words, tell what "fear" is. How can your fears keep you from being successful?
List fears that you have (C-K)	With your teacher's help list some fears you have. How do these fears hurt you? How can you overcome these fears? [NOTE TO TEACHER: Examples of common fears include: (1) fear of what others think of you, (2) fear of failure in school or in a job, (3) fear of competing with others, and (4) fear of physical pain.]
Explain how to overcome fears (C-C)	Make a "Dracula Box" using a small box and covering it with pictures or drawings of strange creatures. Class members will list some fears they have and insert them in the box without putting names on them. Each class member will draw out a list of fears from the box. Explain how each fear could be overcome.
	Listen to a case study and explain how Betty's fears are hurting her in her job. [NOTE TO TEACHER: Case study is on p. 8.] How could Betty overcome these fears?
Display a desire to improve your self-image (A-V)	Choose to follow the steps to improve your self-image and to gain confidence in order to be successful.

WORDS TO KNOW
About Understanding Yourself
(Teacher Information Sheet)

self-image - the way a person feels and thinks about himself or herself.

personal strengths - things about a person that help them do their job well. Examples are getting to work on time and getting along well with other people.

personal weaknesses - things that could cause a person to fail at her or his job. Examples are being lazy or refusing to follow directions.

self-confidence - feeling sure about yourself.

SELF-RATING SCALE

Directions: Answer YES or NO to each question below.

_____ 1. I am a happy person most of the time.

_____ 2. I feel good about being the person I am.

_____ 3. I enjoy being by myself sometimes.

_____ 4. There are some things that I can do very well.

_____ 5. Sometimes I make mistakes, but I know that everyone makes some mistakes.

_____ 6. I enjoy being around other people.

_____ 7. My friends like me and enjoy spending time with me.

_____ 8. No one else in the world is exactly like me.

_____ 9. I can do things which help other people.

_____10. I am proud of the abilities that I have.

CASE STUDY I

John is a worker at The Easy Strike Bowling Alley. He is responsible for keeping the bowling alley clean and neat. One of John's responsibilities is to clean and wax the floor. One day the manager told John to use a new cleaner. "The directions are on the bottle," said the manager. John was unable to understand the directions, and he knew it was dangerous to mix it incorrectly. So John said to the manager, "Mrs. Harvey, I don't understand the directions. Could you help me?" This was hard for John to admit, but he knew it was better to ask and admit a weakness than to pretend he knew how and possibly make a mistake.

CASE STUDY II

Betty is a waitress in a large restaurant. Betty is a good worker, but she doesn't like to take food orders from customers. She is afraid that she will not write the food orders correctly and the customers will be upset with her. Yesterday her supervisor called her into the office and said, "Betty, the other workers are having to do your job because you refuse to take food orders. If you don't start doing your job, I will have to fire you." Betty doesn't want to lose her job. What should she do?

SOCIAL RESPONSIBILITY

FHA/HERO

COMPETENCY: Ability to accept social responsibility.

SUB-COMPETENCY: Ability to follow parliamentary procedure.

Ability to participate in an organization.

WORDS TO KNOW:

- FHA/HERO
- creed
- motto
- emblem
- parliamentary procedure
- motion

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify the FHA/HERO organization (C-K)	Listen as your teacher describes the FHA/HERO organization. What are the purposes of the FHA/HERO organization? What would you gain from being a member of FHA/HERO? Watch a film on HERO chapter action to learn about the HERO organization. Listen to officers of another FHA/HERO chapter talk about the activities of their chapter.
Describe the FHA/HERO organization (C-C)	Describe in your own words the FHA/HERO organization. What things would you like most about the organization?
Note the FHA/HERO creed (C-K)	Listen as your teacher defines the word creed. What is a creed? Listen as your teacher reads the FHA/HERO creed. (See p. 13.) What does the creed mean? How can the creed help you to work in the FHA/HERO organization?
Practice saying the FHA/HERO creed (P-GR)	Repeat the FHA/HERO creed as your teacher says each sentence. [NOTE TO TEACHER: Other ways to help students learn the FHA/HERO creed include writing the creed on flash cards for the students to use, or reproducing the creed on a bulletin board.] Practice saying the FHA/HERO creed with your classmates.
Identify the FHA/HERO motto (C-K)	Listen as your teacher defines the word motto. What is a motto?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	Listen as your teacher reads the FHA/HERO motto. (See p. 13.) What does the motto mean? How can this motto be a guide for you?
Practice saying the FHA/HERO motto (P-GR)	Repeat the FHA/HERO motto as your teacher says it. Take turns saying the FHA/HERO motto.
Cite the FHA/HERO emblem, flower, and colors (C-K)	Look at the FHA/HERO handout your teacher has given you to learn about the FHA/HERO emblem, flower, and colors. Listen as your teacher explains the meaning of the FHA/HERO emblem, flower, and colors. With your teacher's help, complete the handout by finishing the word in each blank. (See p. 14.) [NOTE TO TEACHER: The handout may be used orally for those students with limited use of hands, visual impairment, or reading problems.]
Describe the FHA/HERO emblem, flower, and colors (C-C)	In your own words, describe the meaning of the FHA/HERO emblem, flower, and colors.
Identify parliamentary procedures (C-K)	Listen as your teacher defines parliamentary procedure. Why are rules for meetings necessary? How can using parliamentary procedures help a meeting to be more effective? [NOTE TO TEACHER: Emphasize to students the purpose of having business meetings and the importance of correct behavior during business meetings.] Look at a bulletin board or handout showing the steps for conducting a business meeting as your teacher explains each step. (See p. 15.) Who leads the meeting? What is the opening ceremony for a FHA/HERO meeting? What is a roll call? Who reads the minutes? What do the minutes tell you? Who give the treasurer's report? What does the treasurer's report tell you? In your own words, tell what is meant by reports of the officers. What are the committee reports? What is meant by unfinished business? by new business? by adjournment? What is the closing ceremony for a FHA/HERO meeting?
Observe the use of parliamentary procedures (P-P)	Watch as your teacher demonstrates how a business meeting is conducted. Why is it important to follow the steps for conducting a meeting?
Practice using parliamentary procedures (P-GR)	With your teacher's help, carry out a business meeting using parliamentary procedures.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	With your teacher's help, present a skit of an FHA/HERO chapter meeting showing good parliamentary procedure.
Identify the steps for making a motion (C-K)	Listen as your teacher explains the steps for making a motion. [NOTE TO TEACHER: The steps for making a motion are on p. 16.] What is a motion? When should motions be made?
Practice the steps for making a motion (P-GR)	Follow the steps for making a motion as your teacher shows you each step. Why is it important to follow parliamentary procedures for making a motion? Take turns showing the class how to make a motion. Ask your teacher for suggestions for improvement.
Exhibit a desire to participate in the FHA/HERO organization (A-V)	Participate in the activities of the FHA/HERO organization. Display enthusiasm for the goals of the chapter and accept responsibility for helping the chapter reach its goals. [NOTE TO TEACHER: For suggested FHA/HERO activities see p. 17.]

WORDS TO KNOW
About FHA/HERO
(Teacher Information Sheet)

FHA/HERO - the initials that stand for Future Homemakers of America/Home Economics Related Occupations.

creed - a set of guiding beliefs.

motto - a short saying.

emblem - an object or picture of an object that stands for something that cannot be pictured.

parliamentary procedure - an accepted way of conducting meetings.

motion - a parliamentary procedure for introducing business in a meeting.

MOTTO

"Toward New Horizons"

FLOWER

Red Rose

COLORS

Red and White

CREED

We are the Future Homemakers of America.
We face the future with warm courage
And high hope.

For we have the clear consciousness of seeking
Old and precious values.
For we are the builders of homes,
Homes for America's future,
Homes where living will be the expression of
everything
That is good and fair,
Homes where truth and love and security and
faith
Will be realities, not dreams.

We are the Future Homemakers of America.
We face the future with warm courage
And high hope.

FHA/HERO HANDOUT

Future Homemakers of America–Home Economics Related Occupations

F_____ H_____ A_____ –

H_____ E_____ R_____ O_____

MOTTO: "Toward New Horizons"

"T_____ New H_____"

FLOWER: Red Rose

R_____ R_____

COLORS: Red and White

R_____ and W_____

EMBLEM

FLOWER

CREED

We are the Future Homemakers of America.
We face the future with warm courage
And high hope.

For we have the clear consciousness of seeking
Old and precious values.
For we are the builders of homes,
Homes for America's future,
Homes where living will be the expression of
everything
That is good and fair,
Homes where truth and love and security and faith
Will be realities, not dreams.

We are the Future Homemakers of America.
We face the future with warm courage
And high hope.

* Emblem from "Fact Sheet: Future Homemakers of America," Future Homemakers of America, 2010 Massachusetts Avenue, N.W., Washington, D.C. 20036.

POSSIBLE AGENDA FOR MEETING
(Bulletin Board or Handout)

(The president needs some simple order of business to follow. Help the president to be prepared for the business and discussion that will take place at each meeting.)

BUSINESS MEETING

1. Opening Ceremony
2. Roll Call
3. Reading of the Minutes
4. Treasurer's Report
5. Reports of the Officers
6. Committee Reports (with related business)
7. Unfinished Business
8. New Business
9. Adjournment
10. Closing Ceremony
    Planning/Work Session

STEPS FOR MAKING A MOTION
(Teacher Information Sheet)

1. Member stands and talks to the president saying, "Mr. President," or "Ms. President."
2. The president gives the member permission to speak by calling her or him by name.
3. The member says what he or she wants the club to do by saying, "I move that our club. . ."
4. Another member gives support to what the first member said by saying, "I second the motion."
5. The president says the motion again for all the members to hear.
6. The president asks members if they would like to talk about the motion by saying, "The motion is open for discussion."
7. The president asks members whether they are for or against the motion by voting "yes" or "no."

SUGGESTED TEACHER CALENDAR FOR FHA/HERO
(Teacher Information Sheet)

SEPTEMBER: Use first two weeks to identify the objectives, purposes, symbols, and rituals as suggested in this lesson.

The third week elect local officers and turn in publicity article to local and school paper.

The fourth week study parliamentary procedure.

OCTOBER: Have money-raising project to pay dues.

Introduce Impact and begin to use this method to select programs and projects. (See p. 18.)

NOVEMBER: Put together a simple yearbook. You may want to have two meetings a month with one for business and planning and the other for a program and entertainment. New chapters may prefer only one meeting a month, alternating the months with either business or a program.

Pay state and national dues.

Have your first program. Give news release information to radio and newspaper.

DECEMBER: Relax and enjoy the Christmas party.

JANUARY: Introduce Encounter and work with students individually.

Begin making plans for area and state FHA/HERO meetings.

FEBRUARY, MARCH, APRIL, and MAY:
Inform the press and other media of programs, projects, meetings, and Encounter success.

FEBRUARY or MARCH:
Plan to attend area meeting. Take those students who will be able to take part and plan a special side treat to reward them for their good behavior at the meeting.

APRIL: State meeting – Plan so that the entire chapter can benefit from the experiences of the two representatives (through reports of visits to restaurants, reports of field trips, and lots of pictures.)

MAY: Review Impact and evaluate the year's activities. Check student's personal growth. Students may be surprised to see how far they have come.

PROGRAM ACTION IMPACT
(Teacher Guide)

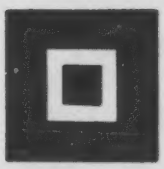
Brainstorm. Class members make suggestions for activities without any discussion or reaction. One person write down *all* of the suggestions. (A blackboard may be used so that all can see the list.)

Narrow. Group suggestions together that are related. Put new list on the board marking those that need more information. Discuss available resources. VOTE to choose one or more projects for the class to plan and carry out. Using the interests and talents of your members, divide into committees.

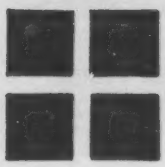
Determine. Set goals using the information and resources you have available. Discuss what you will learn and accomplish from this project.

Decide. What needs to be done? How will you know when you have finished the project? (Check resources, make surveys, do publicity, plan for progress checks and alterations, set time schedule.)

Form. Plan the activities (who, what, when, where, why, and how).



Act. Carry out your plan.



Analyze. Relate progress checks developed in [ ] (Decide) to what you want done. Evalute.

27

SOCIAL RESPONSIBILITY

Citizenship

COMPETENCY: Ability to accept social responsibility.

SUB-COMPETENCY: Ability to accept citizenship responsibilities.

WORDS TO KNOW:

- citizen
- vote
- voter
- candidate
- birth certificate
- ballot
- absentee voting
- voter registration form
- voting machine
- election

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify the meaning of citizenship (C-K)	Listen as your teacher explains citizenship. What is a citizen? How do you become a citizen? [NOTE TO TEACHER: Stress to your students that good citizenship is living a good and useful life. Good citizenship is working with others for the good of your town, your state, and your country. Help your students understand that learning all they can in school will help them to become good citizens when they are working and living in the community.]
Explain the meaning of citizenship (C-C)	Explain in your own words what being a citizen means. Why is it important to be a good citizen?
Cite responsibilities of citizens (C-K)	Listen as your teacher describes responsibilities of a citizen. What responsibilities do citizens have as consumers? as producers? as voters? as taxpayers?
State your responsibilities as a citizen (C-C)	Name responsibilities that you have as a citizen while your teacher lists them on the board. What are some ways you can be a better citizen?
Identify voting responsibilities (C-K)	Listen as your teacher explains the importance of voting. What are your responsibilities as a voter in city, county, state, and national elections? Why is it important to vote in these elections? What is the legal voting age?
Cite the steps for filling out a voter registration form (C-K)	Look at a sample voter registration form as your teacher shows you how to complete it. Why is it important to know how to complete a voter registration form? What information is needed in the voter registration form?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Practice filling out a voter registration form (P-GR)	With your teacher's help, complete a voter registration form. Why is it important to fill the voter registration form out correctly? Practice filling out voter registration forms. Have your teacher check your work.
Identify steps for voting in your community (C-K)	Listen as your teacher explains how to vote in your community. What method of balloting is used? Where do you vote? What does it mean to vote absentee? How do you vote absentee? [NOTE TO TEACHER: This information can be obtained from your county clerk's office.]
Observe the steps for voting in your community (P-P)	Watch as your teacher shows you how to vote in your community. Will you use paper ballots or mock voting machines in your community?
Practice the steps for voting in your community (P-GR)	Follow the steps for operating a mock voting machine in the booth, marking the ballot, and voting absentee as your teacher shows you how. When would you need to vote absentee? Divide into groups to show the class the steps for operating the voting machine, marking the ballot, and voting absentee. Hold a mock election in your class. Have people run for president, secretary, and treasurer. Use the steps for voting learned earlier in class. [NOTE TO TEACHER: This activity could be a coordinating experience with FHA/HERO.]
Identify a birth certificate (C-K)	Listen as your teacher describes a birth certificate. What is a birth certificate? When do you get a birth certificate? What happens if you lose your birth certificate? Look at a transparency to learn what information is on a birth certificate. (See p. 23.) What information does your birth certificate tell you about yourself?
Note how to get a copy of a birth certificate (C-K)	Listen as your teacher explains how to get a copy of your birth certificate. When would you need a copy of your birth certificate? Where can you get a copy of your birth certificate?
Explain the use of a birth certificate (C-C)	Explain in your own words what a birth certificate is. How can you get a copy of your birth certificate?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Be willing to improve as a citizen (A-R)	Follow the steps you have learned for improving yourself as a citizen. Vote in city, county, state, and national elections if you are old enough to vote. If not, decide which candidates you would vote for if you could vote, and why you would vote for them. Talk to your family and friends about their choices. Listen to radio and television and read the newspaper to learn about the people running for different offices.

WORDS TO KNOW
About Citizenship
(Teacher Information Sheet)

citizen - a person who is loyal to a government and is entitled to protection by it.

vote - what you do to elect persons who make the laws.

voter - a person who expresses their wishes by voting.

voter registration form - a certificate that qualifies a person to vote.

candidate - a person who wants an office; a person others feel should have an office.

ballot - a printed sheet of paper used in voting.

absentee voting - voting by a person who is absent.

voting machine - a machine used in voting.

election - choosing by vote.

birth certificate - an official record of your birth.

BIRTH CERTIFICATE

1. Is a record of your citizenship

2. Provides information such as:

    a. Your legal name
    b. Your mother's name
    c. Your father's name
    d. Your parents' occupations
    e. Your home address
    f. Your birth weight
    g. Your race (Black, Mexican-American, Anglo, Oriental, etc.)
    h. The number of children your mother had before you
    i. The hospital you were born in
    j. The city, county, and state you were born in
    k. The date of your birth

RESOURCE MANAGEMENT

Goal Setting and Decision Making

COMPETENCY: Ability to manage own resources.

SUB-COMPETENCY: Ability to make effective decisions.

WORDS TO KNOW: values, choices, decisions

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify the meaning of values (C-K)	Listen as your teacher defines values. What are values? What do our values tell us about ourselves? [NOTE TO TEACHER: Values are our own personal beliefs in what is important, good, or beautiful. Values also guide us in the things we do or the choices we make.]
Cite common values (C-K)	Look at some common values your teacher has listed on the board. Which ones are most important to you? [NOTE TO TEACHER: Some common values include: (1) making a lot of money, (2) helping others, (3) having a family, (4) having many friends, (5) being religious, and (6) being proud of what you do. Some examples are on the poster on p. 28.]
Identify your own values (C-K)	With your teacher's help, complete value rating activities to see what your values are. [NOTE TO TEACHER: Three value rating activities are on p. 29.] What values do you have? What do these values tell you about yourself?
Note differences in people's values (C-K)	Listen as your teacher explains how people's values differ. Why are your values different from others?
Describe how your values differ from others (C-C)	Compare your value ratings with your classmates' value ratings. How do your values differ from your classmates' values?
Identify factors which affect our values (C-K)	Listen as your teacher explains factors which affect our values. How do these factors affect your values? How do these factors cause your values to differ from those of others? [NOTE TO TEACHER: Factors which affect our values include: (1) people: friends, parents, relatives, neighbors, teachers; (2) places: part of the country you live in, part of town you live in, school you go to, and places you visit; (3) things: radio, movies, television, books, magazines, and records.]

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Describe factors which affect your values (C-C)	Look through magazines to find pictures of things which affect your values. Share your pictures with your classmates and describe how they affect your values.
Illustrate factors which affect your values (C-C)	Using pictures you found in magazines, make a bulletin board showing factors which affect your values.
Note the influence that values have on decisions (C-K)	Listen as your teacher explains how our values influence the decisions we make. How do your values influence the decisions you make?
Explain the influence that values have on decisions (C-C)	Describe in your own words a recent decision that you have made. How did your values influence your decision?
Identify the meaning of the decision-making process (C-K)	Listen as your teacher explains decision making. What kinds of decisions do you make? How do you make these decisions? [NOTE TO TEACHER: Decision making is the process in which you select from two or more choices.]
Cite decisions that we make every day (C-K)	Name decisions that you must make every day as your teacher lists them on the board. Which decisions are harder to make than others? How do you make each of these decisions?
Note the steps involved in decision making (C-K)	Listen as your teacher describes the steps involved in decision making. How can following these steps help you in making decisions? [NOTE TO TEACHER: Steps for making decisions include: (1) identify the problem that exists, (2) identify values and goals, (3) discover possible ways to solve the problem, (4) think through each possible solution, (5) make a choice, and (6) decide if your decision was a good one or a bad one. See p. 30.]
Practice following the steps for making a decision (P-GR)	With your teacher's help, make a decision using the steps for decision making. Why is it important to include each step in decision making? Why is it important to evaluate the decisions you make? Reach into a grab bag and draw out a picture of an item you might buy. Explain how you could use the steps in decision making to decide whether to buy the item or not. Listen as your teacher reads two case studies. [NOTE TO TEACHER: Case studies are on p. 31.] Use the steps to decision making to decide what the families should do.]

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Point out ways to improve your decision making (A-An)	Think about decisions you have made that have been bad decisions. Have you bought something that you didn't like later? Have you bought something that did not last? Have you bought something and then found it somewhere else for less money? Have you ever done something you were sorry for later? How could you have avoided these bad decisions? What improvements could have been made? How could following the steps to decision making help you when making the decisions?
Perform the decision-making process (P-M)	Use the steps for decision making to plan an activity or project for FHA/HERO.

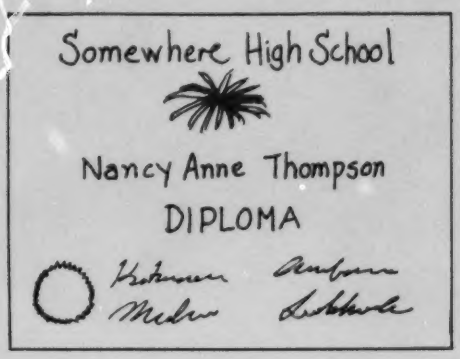
WORDS TO KNOW
About Goal Setting and Decision Making
(Teacher Information Sheet)

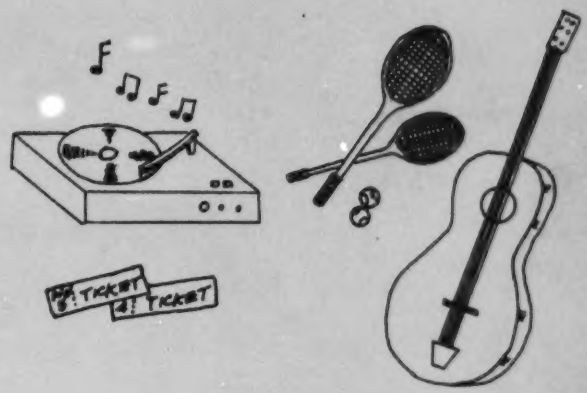
values - our beliefs about what is important, good, or beautiful.

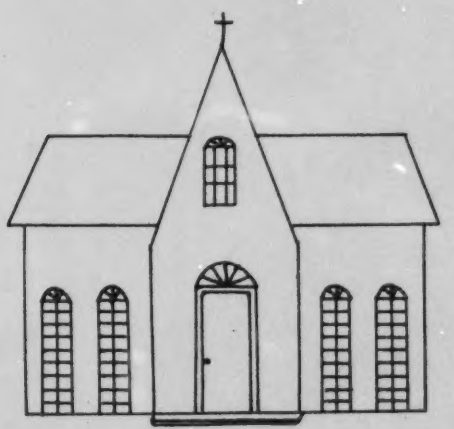
choice - something picked out from many things.

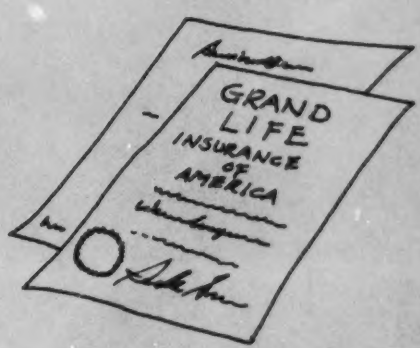
decision - the act or result of making a choice.

VALUES
(Poster)









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VALUE RATING ACTIVITIES
(Teacher Information Sheet)

Your Choice

Prepare cards for use in the game by cutting out pictures from magazines, or sketching items, or writing the words of items class members might want to buy. The following items could be included:

Clothes	Snacks
Shoes	Meals
Bicycle	Magazines
Down payment on a stereo	Entertainment

Divide the class into groups of four or five people. Distribute equal numbers of cards (4-5 each) to class members. Direct each player to arrange cards in the order in which they would buy the items. Those they would not buy at all should be discarded. If another player would like to have an item on a card which has been discarded, they may pick up that card and add it to the cards in their hand.

After each player has finished, the following questions could be raised:

Why did you arrange the items in the order you did? (Try to relate a class member's answers to needs, wants, stage in family life cycle, and available resources.)
Why did you discard an item?
What values do your choices indicate?

Unfinished Sentences

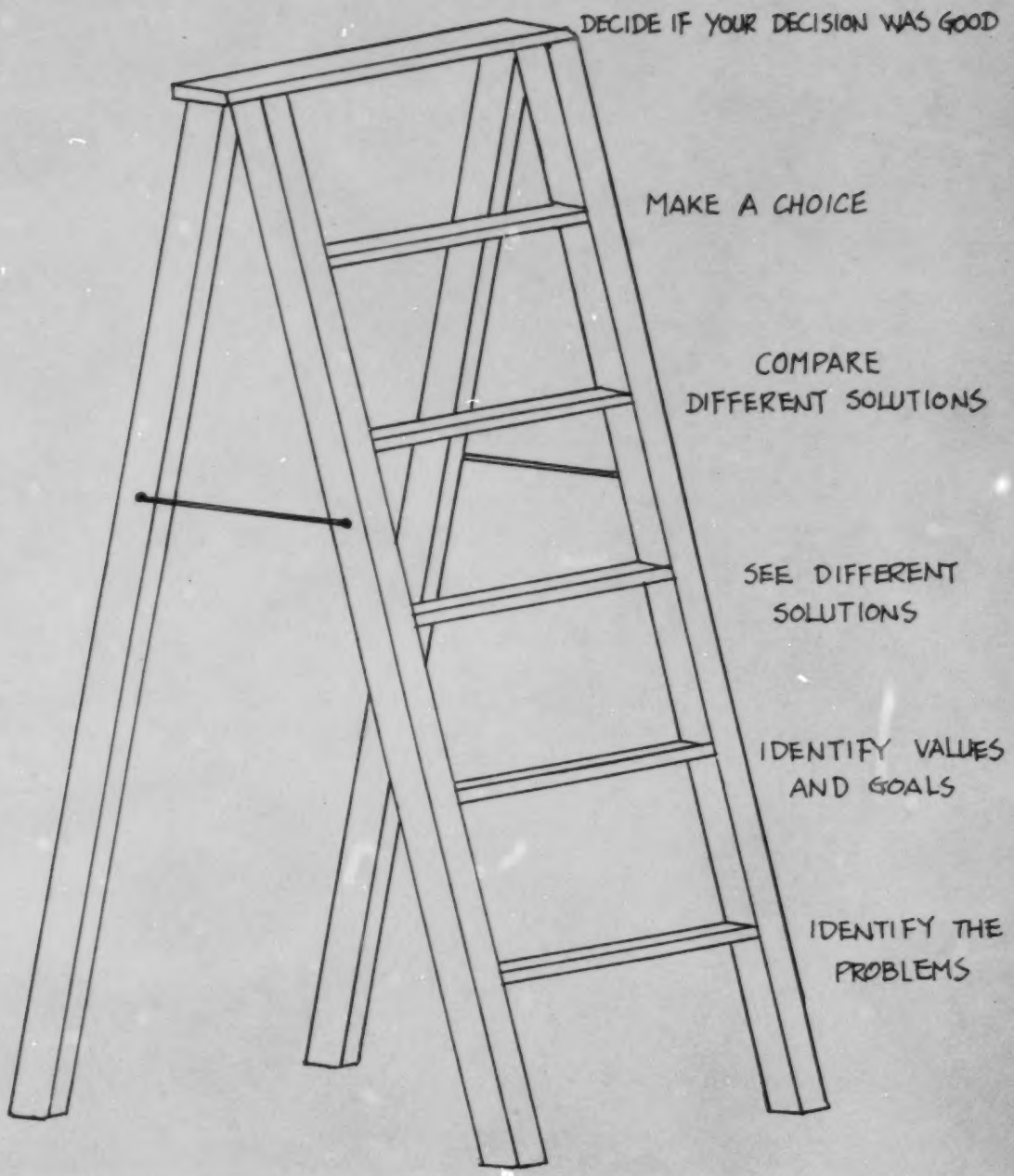
Ask students to volunteer to complete the unfinished sentences listed below. Add additional examples of sentences if desired. Discuss the answers, explaining the answers or answering the classmates' questions. How do answers to unfinished sentences reflect values? Examples:

1. On weekends, I like to. . .
2. If I had $25,000 I would. . .
3. If I had one day to live. . .
4. I like people who. . .
5. People upset me who. . .
6. My children will never have to. . .
7. If I had Aladdin's lamp, I would wish for. . .
8. If I had two weeks to spend any way I wanted. . .
9. I feel best when. . .
10. The hardest thing for me to do is. . .

What's in Your Wallet/Purse?

Ask students to take out two or three items from their wallet, purse, notebook, etc., that express something they value. Briefly discuss the items and values selected by class members. Point out the common values which were identified.

STEPS TO DECISION MAKING
(Transparency)



39

CASE STUDIES

The Hayes

Mr. and Mrs. Hayes and their five children live in an apartment complex. The children are 5, 7, 10, 12, and 15 years of age. The apartment has washer/dryer connections, but the family does their laundry at a laundromat because they do not own a washing machine. The laundromat is a mile from the apartment complex. The laundry must be done after the Hayes get home from work at 6 p.m. or on Sunday. In the evenings family members are tired and everyone complains about going to the laundromat. To make doing the laundry easier, the Hayes family has been saving money for a down payment on a washing machine. They have $75.00 for the down payment. Now they are ready to start looking at machines.

School is out. The children are eager to begin summer activities. Ramon, age 12, has asked for a new baseball and bat which cost $12.00. Julia, 15, wants a catcher's mitt so she can play on a softball team. The only extra money the family has this month is the $75.00 they have saved for the washing machine.

What should they do?

The Gonzales

Mr. and Mrs. Gonzales have three children, ages 10, 13, and 15. The family wants a new television since the one they have does not work very well. The entire family likes to watch television programs, especially sports events. Connie, the 15-year-old, has decided she wants a skateboard and has asked for the money. Bruce, the 10-year-old, needs tennis shoes for his gym class. He also has asked his parents for a new bicycle. The school nurse has said Dave needs glasses because he has trouble seeing the blackboard. After figuring their essential expenses for the month (food, rent, etc.), the Gonzales have $60.00 left.

How should they use the $60.00?
In what order might the above items be bought?
Which purchases are needed?
Which purchases are wanted?
What purchase might have to be given up or delayed to meet most of the family's needs and wants?
What might the children do to help meet their needs and wants?

RESOURCE MANAGEMENT

Resources

COMPETENCY: Ability to manage own resources.

SUB-COMPETENCY: Ability to use resources to reach goals.

WORDS TO KNOW:

resources	goods
human resources	services
nonhuman resources	goals

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify the meaning of resources (C-K)	Listen as your teacher defines resources. What resources are available to everyone? Which resources are limited? Which resources are unlimited?
Note various types of resources (C-K)	Look at transparencies to identify types of resources as your teacher describes each. [NOTE TO TEACHER: Transparencies are on pp. 35-36.] Repeat the name of each type of resource as your teacher says it. Which types of resources are human? Which types are nonhuman?
Name resources available to you (C-K)	With your teacher's help, make a list of resources that are available to you. Which resources are limited? Which resources are unlimited?
Illustrate resources available to you (C-C)	Look through magazines to find pictures of resources that you have. Divide the pictures into those that show human resources and those that show nonhuman resources.
Distinguish between human and nonhuman resources (A-An)	Scramble the pictures that show various resources and take turns telling the class whether each picture shows a human or nonhuman resource.
Identify the use of resources (C-K)	Listen as your teacher describes the use of resources. How can resources help you to reach goals?
Cite ways to use resources in order to reach goals (C-K)	Name some goals that you have. With your teacher's help, list the resources you would need to help you reach each goal.
Explain how to reach goals using resources (C-C)	As your teacher names a goal, describe the resources which could be used to reach that goal. With your teacher's help, complete the following statements: "If I had to have a new outfit by Saturday night, I would _____," or "If I was invited to a party but

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	had no way to get there I would _____." What resources would you use to reach these goals? How could a combination of resources be used to reach these goals?
Note ways to increase or create resources (C-K)	Listen as your teacher explains how resources may be created or increased. How can resources be saved? How are some resources wasted? What resources could you create?
Explain ways to increase or create resources (C-C)	In your own words, describe how resources can be created or increased.

WORDS TO KNOW
About Resources
(Teacher Information Sheet)

resources - what you have to work with to meet your needs and wants.

human resources - skills, abilities, services, interests, time, knowledge, energy, or patience used to meet your needs.

nonhuman resources - available goods and services, such as money, credit cards, a washing machine, an automobile, etc. These resources help you meet your needs and wants.

goods - things you buy or own, such as a car, a tape player, or groceries.

services - anything you pay for which makes life easier for you. Examples would be paying someone to cut your hair, or paying a taxi driver to drive you across town.

goals - a purpose or aim you work toward.

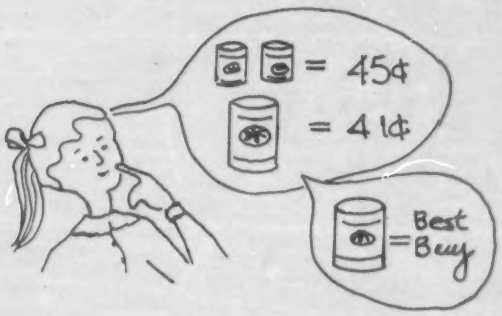
RESOURCES
(Transparency)

HUMAN RESOURCES

Time

Knowledge

Skills and Abilities



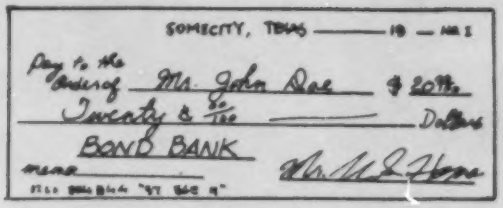
Services

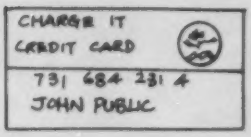
Energy

RESOURCES
(Transparency)

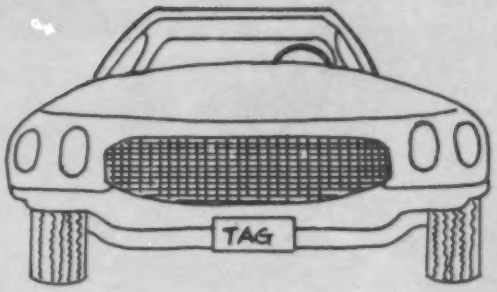
NONHUMAN RESOURCES

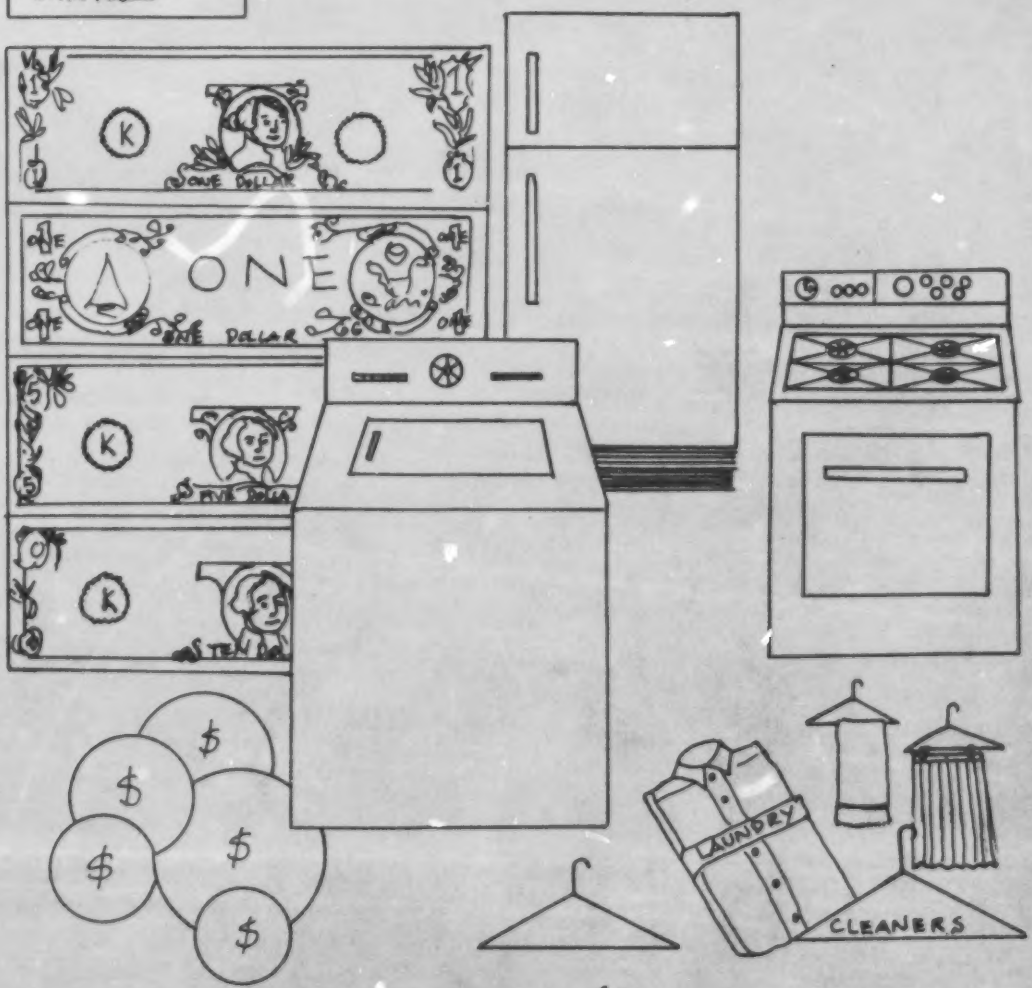
Purchasing Power





Available Goods and Services





RESOURCE MANAGEMENT

Money Management

COMPETENCY: Ability to manage own resources.

SUB-COMPETENCIES: Ability to handle money.

Ability to utilize banking services.

WORDS TO KNOW:

money
bill
coin
dollar
half dollar
quarter
dime
nickel
penny
cent
wages
check
paycheck
endorse
checking account
bank statement
signature card
account number
deposit
deposit slip
withdraw
overdrawn
bank balance
check stub
savings account
interest

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify money (C-K)	Listen as your teacher defines money. What is money used for? [NOTE TO TEACHER: To help you define money the following might be used: "Money is anything generally accepted in exchange for goods and services or in payment of debts."]
Identify the kinds of money used in the United States (C-K)	Look at a display of money as your teacher explains the kinds of money used in the United States. [NOTE TO TEACHER: To make a display of money, use rubber cement and attach coins and bills to poster board. Cover the entire board with clear plastic wrap or clear contact paper. The board could be left on display for students to view.] How many forms of money are used in the United States? What are the coins made of? What are the bills made of? Do coins and bills look the same on both sides? Listen as your teacher names each coin or bill in the display. Repeat the name of the money after your teacher says the name. As your teacher names a coin or bill, take turns pointing to that coin or bill in the money display.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	Divide into two teams. Take turns naming all the coins and bills on the money display. Each correct answer will give your team one point. The team with the most points will win the game.
	Reach into a box and draw out a coin or bill. Tell the class the name of the coin or bill that you drew. [NOTE TO TEACHER: Money cards can be used for this exercise in place of individual coins and bills. Use rubber cement to attach coins and bills to index cards. Cover cards with clear plastic wrap or clear contact paper. The money cards could be used also as flash cards to aid students in learning to identify money.]
Note the amount of coins that equal one dollar (C-K)	Identify the amount of coins that equals one dollar. [NOTE TO TEACHER: It is best to use real money in these learning experiences. Because this is not always possible, a transparency has been included on p. 47. To use real money for this exercise, count out the exact number of each coin needed to equal one dollar. Use rubber cement and attach the money to the poster board. Cover entire board with clear plastic or clear contact paper.] How many pennies does it take to equal one dollar? How many nickels? How many dimes? How many quarters? How many half dollars?
Show the amount of coins that equal one dollar (C-Ap)	Take turns using coins and bills to show the amount that equals one dollar.
Describe the use of money (C-C)	In your own words, tell the class how you use your money. What are the things you buy with money?
	Pretend that you have twenty dollars to buy anything you want. Look through catalogs your teacher has to find what you would buy with the twenty dollars. Show the class the item that you would buy and explain why you would buy that item.
Cite how to make change (C-K)	Listen as your teacher explains how to make change. What is meant by "change?" Why do you need to know how to make change?
Observe how to make change (P-P)	Watch as your teacher shows you how to make change. [NOTE TO TEACHER: Use real money and actual consumer items to demonstrate the cost of the item, the money given the clerk, and the change returned to the customer. Actual small price tags on the items would help to make this learning experience realistic.] Do you always get change back when you buy something?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Practice making change (P-GR)	Select an item you might buy from a display of items. Count out the money and pay for the item. Tell your teacher the amount of change you should receive. [NOTE TO TEACHER: The money cards or actual coins and bills can be placed in envelopes and handed to the student to "shop" with. The student should count the money to know how much he or she has to spend. The envelopes should contain different amounts of money so the experiences will vary.] Divide into pairs. One partner will do the shopping and the other partner will be the clerk and give the change to the customer. Make sure the change is correct and then reverse roles. [NOTE TO TEACHER: Set up a "store" with consumer items for shopping. Have students use the money cards or actual coins and bills in envelopes for shopping.]
Identify a paycheck (C-K)	Listen as your teacher describes how wages are paid to salaried workers. Why do salaried workers receive wages? How do salaried workers receive their wages? [NOTE TO TEACHER: Explain to students that a salaried worker is one who is hired to work and is paid in regular monthly or weekly payments. The payments are usually in the form of a paycheck.] Look at a transparency of a sample paycheck as your teacher explains each part. (See p. 48.) Why is it important to understand all of the parts of your paycheck? What are tax deductions? Why is it important to keep a record of your earnings and deductions?
Explain the parts of a paycheck (C-C)	As your teacher points to a part of the paycheck, take turns explaining what that part is.
Note how to cash a check (C-K)	Listen as your teacher explains how to cash a check. When can you cash a check? Why must you identify yourself when you cash a check? What does it mean to endorse a check? Why must you never endorse a check until you get ready to cash it?
Observe how to cash a check (P-P)	Watch as your teacher shows you how to cash a check. How do you endorse a check? How can you identify yourself?
Practice cashing a check (P-GR)	Take turns role playing cashing a check. Use the sample check your teacher has given you. (See p. 48.)

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify a checking account (C-K)	Listen as your teacher explains a checking account. What is a checking account? How could a checking account help you to manage your money? In your own words, tell what a checking account is. [NOTE TO TEACHER: Reasons for having a checking account include: (1) You can pay bills by mailing checks. (2) Your checks will be returned after payment as proof that you paid the bills. (3) You can save time and money by mailing in payments for the bills. (4) You can keep your money in a safe place so that it will not be lost or stolen.]
	Look at a bank statement as your teacher explains it. [NOTE TO TEACHER: Use an old bank statement or fill in a blank one so students can see the actual bank statement.] Where have the checks been? What happened to each check at the bank?
Describe a checking account (C-C)	In your own words, describe a checking account. Why might you need a checking account?
Cite how to open a checking account (C-K)	Listen as your teacher explains how to open a checking account. [NOTE TO TEACHER: Explain to students that it is best to open a checking account at a bank near their homes or places of employment. First they must take their paychecks to the bank and tell the clerk that they would like to open a checking account. The student then will be asked to fill out a signature card.]
Identify a signature card (C-K)	Look at a transparency of a signature card as your teacher explains each part. (See p. 49.) What is the purpose of a signature card?
	Look at the transparency as your teacher points out the information needed on the signature card. [NOTE TO TEACHER: Information which the student will need to fill in on the signature card includes: place of employment, address and telephone number; home address and telephone number; current date; and Social Security number. The students should learn always to write their signatures on the cards exactly as they will write them on their checks.] Should you print or write your name on the signature card? Why is it important to sign the signature card exactly like you will sign your checks?
	Look at the transparency and tell your classmates the information you will need to fill out the signature card.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Practice filling out a signature card (P-GR)	With your teacher's help, fill out a signature card. Be sure to check your signature on the signature card. Is it the same as you will write on checks? [NOTE TO TEACHER: The students could fill out signature cards made from p. 49 if actual signature cards cannot be obtained from a bank.]
	Take turns showing the class how to fill out a signature card. [NOTE TO TEACHER: The students could point to the appropriate place on the transparency as they tell classmates how to fill out a signature card.]
Identify an account number (C-K)	Look at an account number on a sample check as your teacher explains an account number. [NOTE TO TEACHER: A sample check is on p. 50. Blank checks from several banks would give students an opportunity to compare the similarity of account numbers from different banks.] Why must you have an account number? When is this number used? When will you get an account number? [NOTE TO TEACHER: Explain to students that their account numbers are given to them when they open a checking account. Their account numbers must be on every check they write and are used when depositing money.]
Explain what an account number is (C-C)	In your own words, tell what an account number is. Where is it printed? When do you use your account number?
Identify how to deposit money in the bank (C-K)	Listen as your teacher explains how to deposit money. What does deposit mean? What does it mean to deposit money in a checking account? Why must you deposit money when you open a checking account? Why is it important to keep a record of the money you deposit in your account?
Note how to fill out a deposit slip (C-K)	Look at a transparency of a deposit slip as your teacher explains its use. (See p. 51.) [NOTE TO TEACHER: It would be helpful to the students if they could see an actual deposit slip.] When would you use a deposit slip? Where do you get deposit slips?
Practice filling out a deposit slip (P-GR)	With your teacher's help, complete a sample deposit slip. [NOTE TO TEACHER: Duplicate the sample deposit slip shown on p. 51 or ask a local bank for deposit slips for use in the classroom.]
Demonstrate how to fill out a deposit slip (C-Ap)	Take turns showing the class how to fill out a deposit slip. Have your teacher check your work.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify various kinds of checks (C-K)	Look at several types of checks as your teacher explains their purposes. Why must you write a check to get money out of your checking account? Why must you have as much money in the bank as you write a check for? [NOTE TO TEACHER: If possible, obtain several kinds of checks for students to see so that they will be aware of the fact that there are various types of checks. Explain to students that they will get a book of checks when they open a checking account. These checks usually are provided free, but some banks charge a fee. The checks the student receives when opening an account will have to have the account number and check number handwritten in. Printed checks are available to buy which have the name, address, account number, and check number printed on them. Because the account number must appear on every check, it is best to buy printed checks to avoid possible errors.]
Note how to write a check (C-K)	Listen as your teacher explains how to write a check. [NOTE TO TEACHER: The steps for writing a check are on p. 52.] Why is it important to be very careful when writing a check? Why should a check be written in ink?
Describe how to write a check (C-C)	Look at a transparency of a check as your teacher points out the information needed on the check. (See p. 53.) [NOTE TO TEACHER: The following information is always needed on a check: date showing when the check was written; number of check (either printed or written in); the name of the person or company who will get the check; the amount of the check written in numbers; the amount of the check written in words; account number (either printed or written in); and the name of the bank where an individual has an account.] Watch as your teacher shows you how to write a check. What information did your teacher write on the check? Why should the amount of the check written in numbers be the same as the amount written in letters? After writing a check, why should you check it over before signing it? As your teacher points to a part of a written check, take turns explaining what information is needed to fill in that part of the check.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Practice writing checks (P-GR)	With your teacher's help, practice filling out sample checks. [NOTE TO TEACHER: Duplicate the sample checks on p. 50 or use checks from a local bank. Be sure to tear up all practice checks. Explain why these checks must be destroyed and stress the importance of being careful with checks and checkbooks, especially the danger of signing a blank check.]
	Practice writing checks using the information given to you by your teacher. [NOTE TO TEACHER: Have students practice writing checks for different sums of money, various items, and types of businesses.]
State why it is important to keep a record of your bank balance (C-K)	Listen as your teacher explains how to keep your bank balance. Why is it important to know how much money is in your checking account? Why should you never write a check for more money than your bank balance? What does it mean when an account is overdrawn?
Identify procedure used in keeping a record of your bank balance (C-K)	Look at a transparency of a check stub and a checkbook register as your teacher explains how to fill them in. (See p. 54.) Where is the check stub or check register located? Why is it important to write down information about each check you write? [NOTE TO TEACHER: If possible show students several types of checkbook registers and check stubs so that they will be familiar with each type. To keep a balance, the following information should be written on a check stub or checkbook register: (1) the number of the check written, (2) the amount of the check, (3) who the check was written to, (4) what the check was for, and (5) the amount of the new balance after the check has been subtracted from the account.]
Practice keeping a record of your bank balance (P-GR)	With your teacher's help, practice filling in a check register or stub to keep a record of your bank balance. [NOTE TO TEACHER: The steps for keeping a check stub or register are on p. 55.]
	Practice filling out check stubs or registers. Have your teacher check your work. [NOTE TO TEACHER: Duplicate the practice forms on p. 56 or use actual checkbook registers and stubs.]

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify a savings account (C-K)	Listen as your teacher explains a savings account. How do you open a savings account? What does your savings account number mean? How often can you add money to your savings account? How can saving money help you to have things you want? Why are you paid interest on the money you have in a savings account? Why might you want to open a savings account?
Describe the use of a savings account (C-C)	Look through magazines or catalogs to find pictures of things that you would like to save money to buy. Share your pictures with your classmates. Tell how a savings account could help you to buy some of these things. Besides buying things, what are some other reasons for saving money? [NOTE TO TEACHER: Explain to students that they can save for future needs, such as school expenses for the next year or an "emergency fund" for times when they are not working, or for an unexpected emergency.]
	With your teacher's help, make a savings plan for an item that you would like to buy. How much money could you save each week? How long would it take for you to save enough money to buy the item you want?
	Explain to your classmates in your own words how a savings account works.
Display a desire to manage money (A-V)	Choose to use banking services to help you manage your money.
	Open a savings account at your bank.
	Decide on an amount of money you can save and put the money in your savings account regularly.

WORDS TO KNOW
About Money Management
(Teacher Information Sheet)

money - pieces of metal or paper used to buy things.

coin - small, round piece of metal money.

bill - a piece of paper money.

dollar - a bill, or coins worth one hundred cents. The symbol for dollar is "$."

half dollar - a coin worth fifty cents. Two half dollars make one dollar.

quarter - a coin worth twenty-five cents. Four quarters equal one dollar.

dime - a coin worth ten cents. Ten dimes make one dollar.

nickel - a coin worth five cents. Twenty nickels make one dollar.

penny - a coin worth one cent. Five pennies make a nickel, ten pennies make a dime, twenty-five pennies make a quarter, and one hundred pennies make a dollar.

cent - a coin that equals one penny. The symbol for cent is "¢."

wages - payment that a worker receives.

check - written orders telling the bank to pay a certain person or business.

paycheck - a check that a worker receives as payment for work.

endorse - to sign your name on the back of a check to cash the check.

checking account - a deposit of money in a bank from which money can be taken out by writing checks.

bank statement - a monthly record of money received and paid out of a checking account.

signature card - a small card signed when opening a checking account; a record of how a person writes his or her name.

account number - a number received when opening a checking account. It must be on every check written.

deposit - to put money in the bank.

deposit slip - a piece of paper that must be filled out when depositing money in the bank.

withdraw - to take money out of the bank, or to write a check allowing some of your money to go to someone else.

overdrawn - an attempt to withdraw more money from a checking account than is in the account.

bank balance - the amount of money in a checking account. The balance changes as a person makes deposits and takes money from the account.

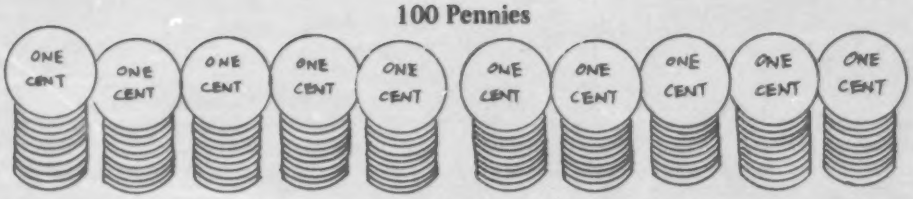
check stub - a part of a checkbook on which information about each check can be written.

savings account - an amount of money deposited in the bank which earns interest.

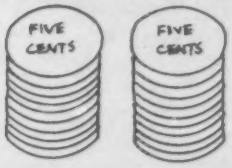
interest - an amount of money the bank "awards" you for saving your money.

AMOUNT OF COINS THAT EQUAL ONE DOLLAR
(Transparency)

100 Pennies

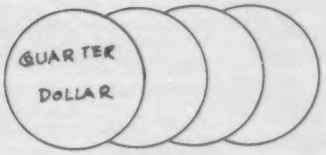


20 Nickels



10 Dimes

4 Quarters



2 Half Dollars

PAYCHECK
(Transparency)

LOYALTY COMPANY **No. 002598**

PERIOD ENDING			HOURS	
Month	Day	Year	Regular	Other
11	1	–	20	0

CURRENT EARNINGS	
Regular	Overtime
53.00	

Earnings Before Deductions
53.00

NET CHECK
47.94

CURRENT TAXES		
FICA	FEDERAL WITHHOLDING	STATE
3.21	1.00	.85

CURRENT DEDUCTIONS				
INSURANCE	DUES	PENSION	CHARITY	OTHER

LOYALTY COMPANY **No. 002598**

DATE
11 1 –

PAY TO THE ORDER OF

Susan K. Jones

NET PAY
47.94

First National Bank

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SIGNATURE CARD
(Transparency)

Authorizing Resolution

This certifies that on _____ day of _____, 19___, a meeting of the directors of _____ adopted a resolution authorizing those officers whose names appear on the reverse side of this card to sign checks against funds of the corporation in The National Bank of Lubbock, Lubbock, Texas.

_____ Secretary

_____ President

Account Information

Occupation or business _____

Business Address _____ Tel. _____

Resident Address _____ Tel. _____

Date Opened _____ Account Accepted by _____ Amount $_____

Other Information _____

(Front)

DEPOSITOR'S CONTRACT AND SIGNATURE CARD

DATED Account Number

The Bank is authorized to recognize any of the signatures subscribed below in payment of funds or the transaction of any business for this account; and I/we further agree to the terms of the Depositor's Contract as printed on this card.

TYPE OF ACCOUNT: Individual Joint Partnership Corporation _____

Signature Signature

_____ _____

_____ _____

Social Security or Tax I.D. Number _____

(Back)

SAMPLE CHECK
(Transparency)

SUSAN K. JONES
114 Garden Avenue
Your City, Texas 72410
Phone 792-1040

No. _____
55-167
910

_____, 19___

Pay to the
Order of _____ $ _____

_____ *Dollars*

CITY NATIONAL BANK
Your City

_____

1:910•-:176:"55▪: 12-34-56'▪

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DEPOSIT SLIP
(Transparency)

DEPOSIT SLIP

NAME _____

DATE _____

Use reverse side for listing more than three checks; insert total in space provided.

CITY NATIONAL BANK
Your City, Texas

ACCOUNT NUMBER _____

CURRENCY			
COIN			
CHECKS List Singly			
	Total from reverse side		
SUBTOTAL			
Less Cash Received			
NET DEPOSIT			

STEPS IN WRITING A CHECK
(Teacher Information Sheet)

1. If your checks are not numbered, number them one after the other in 1, 2, 3, order.

2. Using ink, date the check the day you write it. Do not date checks ahead. *Never* write a check in pencil.

3. Write clearly the name of the person or business to whom payment is to be made.

4. Write the amount of the check in figures close to the dollar sign – $25.00.

5. Write the amount of the check in words. Begin very close to the beginning of the line on the left. Check to be sure you have written the same amount in figures and in words. If any space remains after the amount is written in words, draw a wavy line to the word *dollars* at the end of the line.

6. Sign your name exactly as you signed it on the bank's signature card when you opened your account. *Never* sign a blank or partially filled out check. *Never* make corrections on a check. If you make a mistake, write a new check. Tear up and throw away the one that is wrong.

7. If space is provided in the lower left-hand corner of the check, write what the check is for.

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CHECKS
(Transparency)

SUSAN K. JONES
114 Garden Avenue
Your City, Texas 72410
Phone 792-1040

No. 685
55-167
910

March 13, 1981

Pay to the Order of Lennmon's Department Store $ 15.22

Fifteen and 22/100 ——— *Dollars*

CITY NATIONAL BANK
Your City

Susan K. Jones

1:910•-:176:"55•: 12-34-56'•

Printed Check

No. 421

March 13, 1981

Pay to the Order of Lennmon's Department Store — $ 19.64

Nineteen and 64/100 ——— *Dollars*

CITY NATIONAL BANK
Your City, Texas

12-96-401

Hal Lewis

Plain Check
(usually presented when opening an account)

CHECKBOOK REGISTER
AND
CHECKBOOK STUB
(Transparency)

Checkbook Register

Check No.	Date	Check Issued To	Amount of Check		✓	Date Dep.	Amount of Deposit		Balance
									232.19
119	6/7/81	Harmon's Grocery	15	69					216.50
120	6/9/81	VISA	25	00					191.50
121	6/10/81	Dr. Marie Lindsey	12	00					179.50
122	6/15/81	Crafts, Inc.	13	92					165.58
—	6/18/81	deposit - payroll				6/18/81	160	00	325.58

Checkbook Stub

No. 123 $ 12 50
June 21 1981
TO Mechanic Magazine
FOR subscription

	Dollars	Cents
Balance Brought Forward	165	58
Amount Deposited	160	00
Total	325	58
Amount This Check	12	50
Balance Carried Forward	313	08

Pittsburg, Kansas June 21, 1981 No. 123

THE NATIONAL BANK OF PITTSBURG 83-24 / 1011

Pay to the Order of Mechanic Magazine — $ 12 50

Twelve and 50/100 — Dollars

MEMBER FEDERAL RESERVE SYSTEM

Acct No. 92-631 James Edmiston

⑈:1011⑈: 00241::

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STEPS IN KEEPING
A CHECKBOOK REGISTER
OR CHECKBOOK STUB
(Transparency)

1. Before writing out a check, write it down in your *checkbook register* (or on the check stub).

2. Write down the check number, the date, the name of the person or business to whom the check was given, and the amount of the check.

3. Subtract the amount of the check from your balance.

4. When you make a deposit, write the date and the amount of the deposit in your checkbook register, and add the amount of the deposit to your balance.

5. To avoid making mistakes, subtract the amount of each check as soon as it is written, and add the amount of your deposits as soon as they are made.

CHECKBOOK REGISTER
AND
CHECKBOOK STUB
(Transparency)

Checkbook Register

Check No.	Date	Check Issued To	Amount of Check		✓	Date Dep.	Amount of Deposit		Balance

Checkbook Stub

No. _____ $ _____
_____ 19___
TO _____
FOR _____

	Dollars	Cents
Balance Brought Forward		
Amount Deposited		
Total		
Amount This Check		
Balance Carried Forward		

Pittsburg, Kansas _____, 19___ No. _____

THE NATIONAL BANK OF PITTSBURG 83-24 / 1011

Pay to the Order of _____ $_____

_____ *Dollars*

MEMBER FEDERAL RESERVE SYSTEM

Acct No. _____ _____

⑈1011⑈ 00241::

RESOURCE MANAGEMENT

Spending Plan

COMPETENCY: Ability to manage own resources.

SUB-COMPETENCIES: Ability to make a spending plan.

Ability to follow a spending plan.

Ability to use credit wisely.

WORDS TO KNOW:

spending record
spending plan
credit
interest cost
payment

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify things you need or want to buy (C-K)	Listen as your teacher explains the difference between things we want and things we need. What are the things that you really need? What are the things that you want?
Illustrate things you need or want to buy (C-C)	Look through magazines or catalogs to find pictures of things you need and pictures of things you want. Share your pictures with your classmates. Make a bulletin board using the pictures that show things you want and things you need. Which pictures show the things that are most important? Why is it impossible to buy everything you want?
Identify a spending record (C-K)	Listen as your teacher describes a spending record. What is a spending record? How can a spending record help you get the things you need? How can a spending record help you get the things you want? How can a spending record show you ways you can manage your money better?
Follow the steps for keeping a spending record (P-GR)	With your teacher's help, keep a record of the money you spend each day for one week. How can this record help you plan your spending? [NOTE TO TEACHER: See p. 61 for a spending record. Because the spending record is general, it may be necessary for the students to change some of the headings to fit their specific situations.]
Explain your spending record (C-C)	Explain your spending record to your classmates. How does your spending record differ from your classmates' spending records?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Explain how to improve spending (C-C)	Look at your spending record and think of changes that you could make next time. Did you buy things you did not need? Do you feel that you "wasted your money" or "threw it away"? What spending changes could you make? How could these changes help you to save money? Tell your teacher how you can improve your spending.
Define a spending plan (C-K)	Listen as your teacher tells you what a spending plan is. How can a spending plan help you to spend your money? How can a spending plan help you to save your money? In your own words, tell classmates what a spending plan is.
Attempt to make a spending plan (P-GR)	With your teacher's help, make a spending plan. Remember to show the amount of money that you would like to save each month in your spending plan. [NOTE TO TEACHER: Have students use the same format for the spending plan as they used for the spending record. The form is on p. 61.]
Explain your spending plan (C-C)	In your own words, describe your spending plan to your classmates. How can this spending plan help you to manage your money?
Choose to follow a spending plan (A-V)	Follow your spending plan to help you manage your money. Make changes in your spending plan if necessary.
Identify the use of credit (C-K)	Listen as your teacher explains the use of credit. What is credit? How can credit help you to get something before you save enough? What types of stores have credit? [NOTE TO TEACHER: Explain to students that credit can help you get what you need, but it can also cause trouble. It is very important that you have enough money to make payments for what you buy on credit or you may lose what you have bought. Buying on credit costs money. You should use credit only when you need it.] Look at a transparency showing how an item is bought using credit. (See p. 62.) How much does the item cost? How much is the interest? How much is the total cost of the item? How much more does the item cost when bought on credit?
Cite rules for using credit (C-K)	Listen as your teacher explains some rules for buying on credit. Why is it important to follow these rules? [NOTE TO TEACHER: Some rules for buying on credit include: (1) Always read the sales contract or get someone to help you if you cannot understand it. (2) Make sure that there are no hidden charges for credit. (3) Know the total cost

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	of what you want to buy, including the cost of the item and the interest cost. (4) Compare the cost of what you want with the cost of that item in other stores. (5) Don't let someone talk you into buying on credit. (6) Don't let a salesperson leave anything for you to try in your home, or you may have to buy it. (7) Don't be afraid to tell a salesperson that you don't want to buy an item.]
Explain the use of credit (C-C)	In your own words, explain how an item is bought using credit. When should you use credit? When should you not use credit? What rules should you follow for buying on credit?

WORDS TO KNOW
About Spending Plan
(Teacher Information Sheet)

spending record - a written summary of money that is spent.

spending plan - a budget or design for using money.

credit - buying things with a promise to pay for them later.

interest cost - a payment for the use of credit.

payment - amount of money you pay each month when you buy something on credit.

SPENDING RECORD/SPENDING PLAN
(Handout)

	FOOD	CLOTHES	HOUSING	TRANSPOR-TATION	SCHOOL	SAVINGS	RECREA-TION, GIFTS AND OTHER	TOTAL FOR DAY
SUNDAY								
MONDAY								
TUESDAY								
WEDNESDAY								
THURSDAY								
FRIDAY								
SATURDAY								
SUNDAY								
TOTAL FOR WEEK								

BUYING ON CREDIT
(Transparency)

$230.00	**+**	**$51.00**	**=**	**$281.00**
COST OF TV	**+**	**COST OF INTEREST**	**=**	**TOTAL COST YOU PAY FOR TV**

62

72

73

RESOURCE MANAGEMENT

Time Management

COMPETENCY: Ability to manage own resources.

SUB-COMPETENCIES: Ability to tell time.

Ability to set a clock.

Ability to manage time.

WORDS TO KNOW:

time
clock
second
minute
hour
half-hour
quarter-hour
minute hand
hour hand
time management
day
week
month
year
calendar

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify the parts of a clock (C-K)	Look at a clock as your teacher names each part. Repeat the name of each part as your teacher says it. [NOTE TO TEACHER: Point out the face of the clock with the number and hands on it, second hand, minute hand, hour hand, and the small lines or dots on the clock.] As your teacher points to a part of the clock, tell the class the name of that part. What is on the face of the clock?
Cite the purposes of the parts of a clock (C-K)	Listen as your teacher explains the purpose of each part of the clock. What is the minute hand for? What is the hour hand for? Which hand is the shortest? Which hand is the longest? Which hand moves fast?
Practice reading the hour hand (P-GR)	As your teacher sets the hour hand, take turns telling the class what the hour is. Take turns setting the hour hand on the clock. Let your classmates call out the time you set. Show the class where the hour hand would be set on the clock for the hour that your teacher calls out.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify how to read the hour hand on a clock (C-K)	Look at a clock as your teacher explains how to read the hour. Which hand shows the hour? When the minute hand makes one complete circle around the face of the clock, how much time has passed?
Note how to read the minute hand on a clock (C-K)	Look at a clock as your teacher explains how to read the minutes. How many minutes are in one hour? [NOTE TO TEACHER: Construct a large clock out of poster board with hands that will move so that students can practice using it, or use a large, old kitchen clock so students can practice turning the hands. Point out to the students that the location of the hands tells us what time it is. Show students how to count the minutes.]
Practice reading the minute hand (P-GR)	As your teacher sets the minute hand, take turns telling the class how many minutes past the hour the minute hand is set on. Take turns setting the minute hand on the clock. Let your classmates call out the time you set.
Note the meaning of a quarter-hour and a half-hour (C-K)	Look at a transparency to learn how many minutes are in a half-hour and a quarter-hour. (See p. 69.) How many quarters does 15 minutes equal? How many quarter-hours does it take to equal one hour? How many quarter-hours does it take to equal a half-hour? How many minutes are in a half-hour? Watch as your teacher shows you where the minute hand would be at a quarter after, a half-hour after, and a quarter till the hour.
Show how to set the clock at quarter-hours and half-hours (C-Ap)	Take turns showing the class where the hand would be at a quarter after, a half-hour after, and a quarter till the hour.
Practice setting the clock for the correct time (P-GR)	Play "Set the Clock." Divide into two teams. Your teacher will give each team a clock. Take turns setting the clock to the hour your teacher calls out. For example: Your teacher will call out 6 o'clock and members from each team will set the clocks for 6 o'clock. After the clocks are set, your teacher will check the time set on the clock. The clocks are then handed to two other team members and play continues. Each time the clock is set correctly the team will get one point. The team with the most points wins the game. [NOTE TO TEACHER: Emphasize accuracy at first. Later you may want to award extra points for speed.]

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify various ways to say the time (C-K)	Listen as your teacher explains the various ways to say what time it is. Why is it important to know the various ways to say what time it is? [NOTE TO TEACHER: Terminology for telling time includes the words "after" and "past" to indicate minutes after the hour, and "till" and "before" to indicate minutes before the hour. Examples using "after" and "past": a quarter past one, 15 minutes past one, 1:15, a quarter after one, and 15 after one. Examples using "till" and "before": a quarter till one, 15 minutes till one, 12:45, a quarter before one, and 15 before one.] Look at clocks or a poster board your teacher has prepared to learn examples of various ways to say what time it is. [NOTE TO TEACHER: It may be helpful to students to point out that the words "before" and "till" are used when the minute hand is before the new hour. The words "after" and "past" are used when the minute hand is after the hour. Thus the clock is divided in half—the before side and the after side. See poster, p. 70.] Repeat each way of telling what time it is after your teacher says it. Which way of telling time do you hear most often?
State various ways to say the time (C-K)	Tell the class a different way to say the time as your teacher calls out a time. State as many ways as you can for telling time if it is 3:15, 2:45, 12:15, 5:15, 11:45, or 4:45. Let your classmates help you in naming the different ways of saying the time.
Observe how to set the clock for various amounts of time (P-P)	Watch as your teacher sets the clock for various amounts of time. Repeat the time that the clock is set for as your teacher says it. What is another way for saying that time?
Practice setting the clock for various amounts of time (P-GR)	As your teacher says a time, take turns setting the clock for that time. Practice setting the clock for various amounts of time. Be sure to tell the class what time the clock is set for each time you set it.
Practice telling the time (P-GR)	Play the game "Time Relay" to practice telling time. Divide into two groups. Each group will have one practice clock to work with. As the teacher calls out a time, one student will place the hands on the correct time. The first group to get the right time will get one point. The group with the most points wins. [NOTE TO TEACHER: You might use the following questions for the game: "It is

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	6 o'clock; what time will it be in one hour? It is 4:15; what time will it be in one hour? It is 3:30; what time will it be in a half hour? It is 7 o'clock; what time will it be in four hours? It is 10:20; what time will it be in two hours?" You might make flash cards for the "It is" statements to have a visual for the students to look at.]
Identify the meaning of time (C-K)	Listen as your teacher defines time. How many minutes are in one hour? How many hours are in one day?
Explain the meaning of time (C-C)	In your own words, describe the meaning of time. Why does every person have the same amount of time each day?
Note the meaning of time management (C-K)	Listen as your teacher explains the meaning of time management. How do people differ in their use of time? How much time do you have to do the things you want to do? How can knowing how to manage your time help you?
List ways you use your time (C-K)	With your teacher's help, complete the Time Use Record to see how you spend your time. (See p. 71.) How do you spend most of your time? How do you spend the least amount of time?
Describe how you use your time (C-C)	Take turns sharing your "Time Use Record" with your classmates. How do your classmates' uses of time differ from yours?
	Explain what is meant when someone says "an employer expects a day's work for a day's pay." What are some bad work habits that would cause you to waste time on the job? Why is wasting time on the job unfair to your employer?
List ways to improve your use of time (C-K)	With your teacher's help, list ways you could improve your use of time. Write down how many hours you would like to spend each day doing various activities. How does this list compare to your Time Use Record? What changes could be made to help you use your time better?
Describe ways to improve use of time (C-C)	Listen to a case study and describe how Sandy could have improved her use of time. [NOTE TO TEACHER: Read the case study on p. 72 to the students or have them listen to a cassette tape of the case study.]
Note the use of a calendar to help manage time (C-K)	Look at a calendar as your teacher explains how it can help you manage your time. Notice that the calendar keeps a record of time for days, weeks, months, and even years. How can marking important dates on a calendar help you to manage your time?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
List ways you could use a calendar to help manage your use of time (C-C)	With your teacher's help, list items that you would mark on a calendar for that month. [NOTE TO TEACHER: Include items such as doctor and dental appointments, bills that need to be paid, social activities, meetings, and deadlines to be met.] How could placing these dates on a calendar help you to manage your time?
Explain how using a calendar can help you manage your time (C-C)	In your own words, explain how using a calendar can help you manage your time. If you wanted to go to a movie with a friend, how would you use the calendar to make sure you had time to go?
Follow the steps for managing your time (P-GR)	Practice using time management to help you manage your time each day. Ask your teacher for help if you have a question about marking your calendar. How can using a calendar help you to pay bills on time? How can using a calendar help you to remember doctor and dental appointments? How can using a calendar help you to manage your money?
Choose to use time management for managing your time (A-V)	Use a calendar to help you plan your time. Mark the due dates for rent and utilities, the dates and times of appointments, meetings, and social activities on the calendar. Look at your calendar daily to help you remember what you plan to do.

WORDS TO KNOW
About Time Management
(Teacher Information Sheet)

time - a measure of how long something lasts.

clock - a piece of equipment that shows what time it is.

second - a very small amount of time

minute - a measure of time equal to 60 seconds.

hour - a measure of time equal to 60 minutes.

half-hour - the middle point of an hour, or thirty minutes.

quarter-hour -a fourth of an hour, or fifteen minutes.

minute hand - the hand on a clock that shows the minutes.

hour hand - the hand on a clock that shows the hour.

time management - to plan or control your use of time.

day - an amount of time equal to 24 hours. The days of the week are Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday.

week - an amount of time equal to seven days.

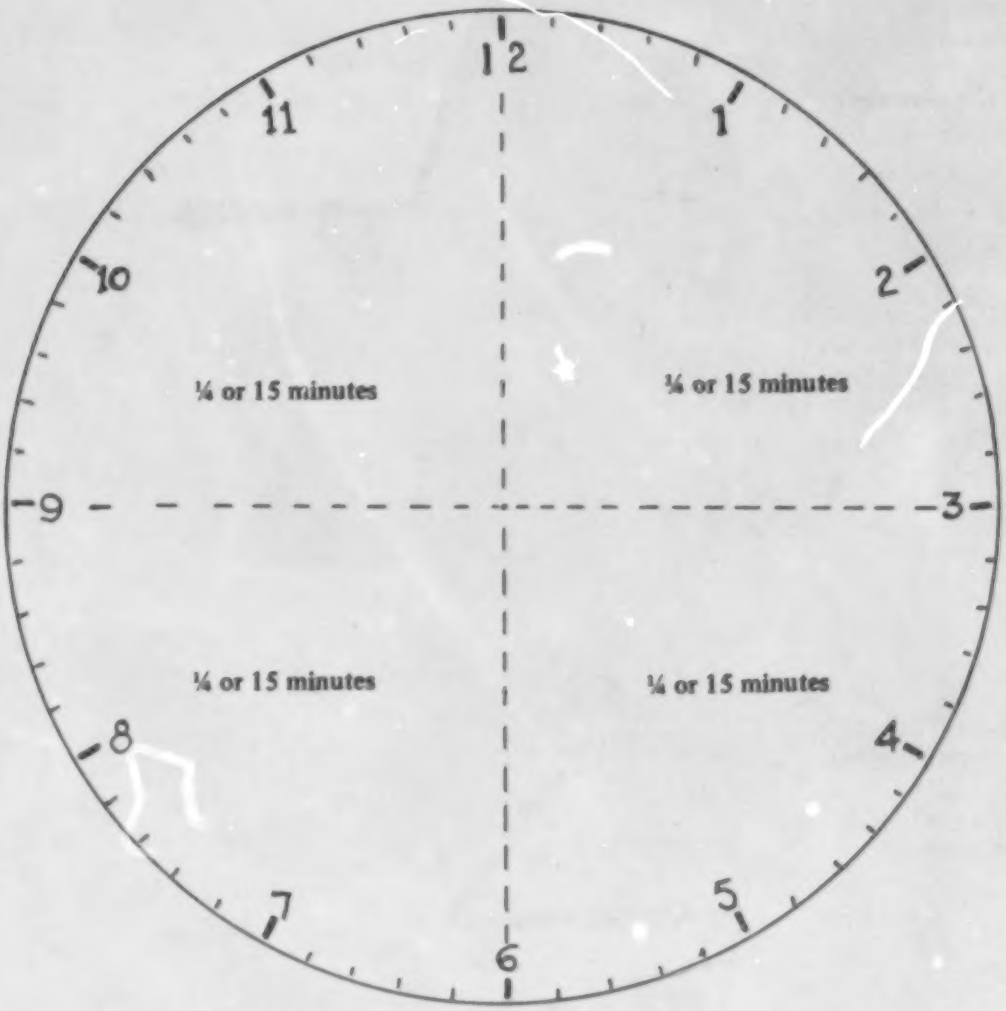
month - an amount of time. Most months are thirty-one days long. The twelve months of the year are January, February, March, April, May, June, July, August, September, October, November, and December.

year - an amount of time. A year is 365 days long. It is 52 weeks long. A year is also twelve months long.

calendar - a book, sheet, or folder containing an arrangement of time into days, weeks, months, and years.

HOW MANY MINUTES IN A QUARTER- OR HALF-HOUR?
(Transparency)

Each hour is divided into four quarters. Each quarter equals 15 minutes.



DIFFERENT WAYS TO SAY WHAT TIME IT IS
(Poster)

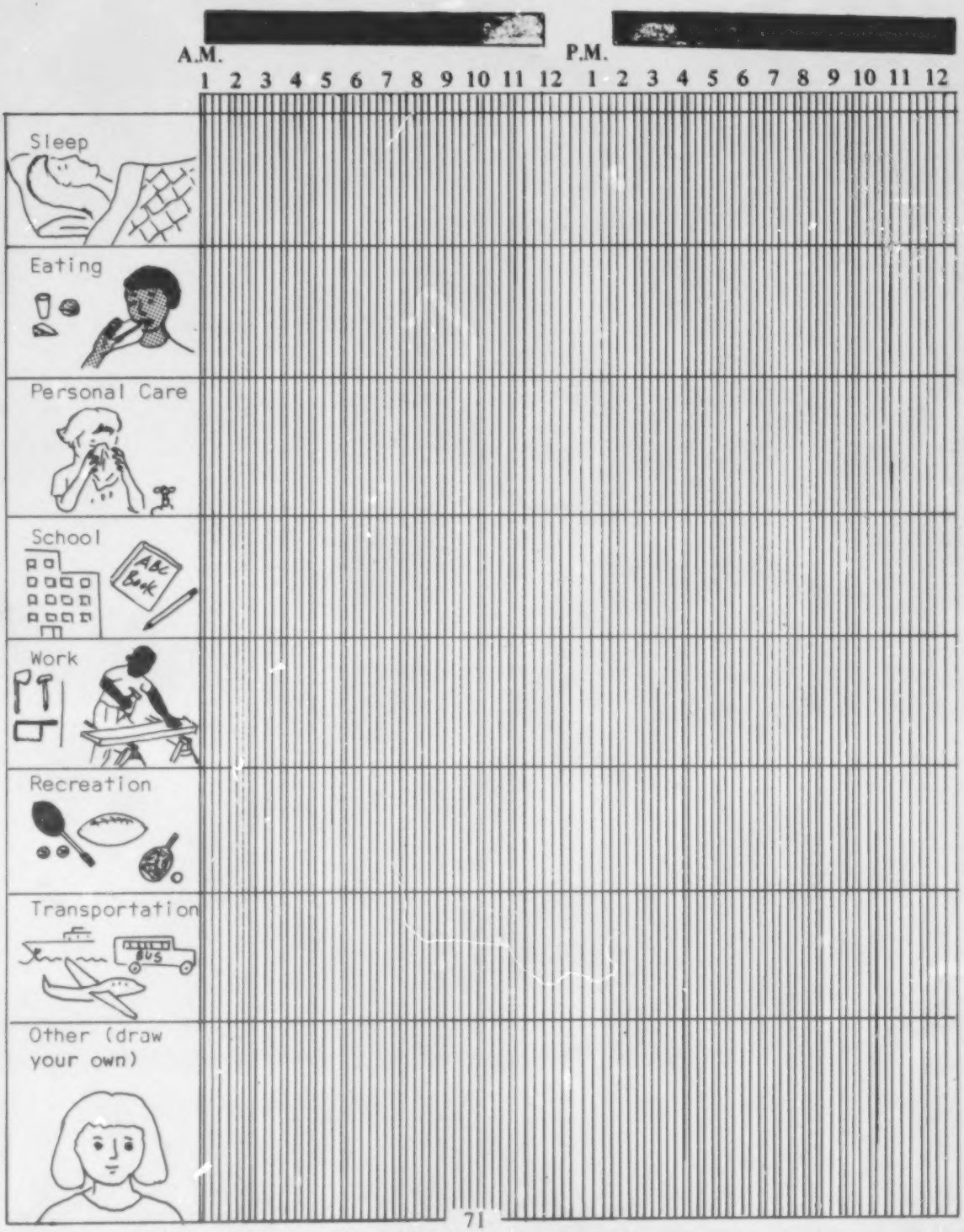
Directions to Teacher:

A quarter past eleven
15 minutes past eleven
11:15
A quarter after eleven
15 after eleven

A quarter till eleven
15 minutes till eleven
10:45
A quarter before eleven
15 before eleven

TIME USE RECORD

Directions: **To see how you spend your time, complete the following time chart. Each hour is divided into quarters (15 minutes). Color in the hours or minutes you spend doing each of these activities.**



CASE STUDY

Sandy is a high school student who works at a fast food restaurant. She works every Saturday afternoon from 1 p.m. to 6 p.m. One Saturday morning Sandy decided to sleep late. At 9:30 a.m. that morning Sandy's mother woke her and asked Sandy to clean her room. Sandy decided that she would rather watch TV until time to go to work. When Sandy got to work she remembered that her friends had asked her to go to see a movie with them that night. After work Sandy went home to get dressed to go out with her friends. As Sandy was getting dressed, her mother came in and reminded her that she had not cleaned her room that day. By the time Sandy had finished cleaning her room, it was too late to go with her friends to the movie. How could Sandy have improved her use of time?

INDEPENDENT LIVING

Communication Skills

COMPETENCY: Ability to live independently.

SUB-COMPETENCY: Ability to communicate effectively.

WORDS TO KNOW:

- communication
- information
- listening
- speaking
- writing
- oral communication
- written communication
- message

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Cite the meaning of communication (C-K)	Listen as your teacher describes the meaning of communication. In your own words tell your classmates the meaning of communication. How do you communicate with your family? How do you communicate with your friends? How do you communicate with the people you work with?
Identify types of communication (C-K)	Look at pictures showing ways in which people communicate in a job. (See p. 77.) [NOTE TO TEACHER: Point out to students that people communicate by talking, writing, listening, and reading. The telephone is also an important way to communicate.] Why is good communication important in a job? As your teacher points to a picture showing a type of communication, tell what type of communication the picture shows. Name some types of communications not shown in the pictures. Which type of communication do you use most often? Which type of communication could be used on a job?
Note the steps for good communication (C-K)	Listen as your teacher describes the steps for good verbal communication. In your own words tell what is meant by verbal communication. [NOTE TO TEACHER: Steps for good verbal communication include: (1) Let others have a chance to talk. (2) Listen closely to what the other person is saying. (3) Look at the person who is talking. (4) Be interested in what others have to say. (5) Don't interrupt others when they are speaking.]
Describe the steps of good verbal communication (C-C)	In your own words, describe the steps for good verbal communication. Do you follow these steps in your own verbal communication? How could you improve your verbal communication with others?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Practice following the steps for good verbal communication (P-GR)	Role play situations in a job in which an employee uses good verbal communications. Role play other situations in a job where an employee uses poor communication. Tell the class whether each role play shows good verbal communication and explain why. How could the poor verbal communication be improved?
Cite the meaning of written communication (C-K)	Listen as your teacher describes written communication. In your own words tell what written communication is. How can written communication be used in a job? Why is good written communication important in a job?
Describe various types of written communication (C-C)	Reach into a box and draw out a type of written communication. Tell the class what type of written communication you drew and whether or not it could be used in a job. [NOTE TO TEACHER: Types of written communication include: telephone messages, letters, food orders, menus, sales receipts, newspapers, magazines, and books.]
Identify steps for good written communication (C-K)	Listen as your teacher explains the steps for good written communication. [NOTE TO TEACHER: Steps for good written communication include: (1) Listen closely when taking messages. (2) Write clearly. (3) Take messages as soon as they are received. (4) Use correct abbreviations when needed.]
Describe good written communication (C-C)	In your own words, describe the steps for good written communication. What would happen if these steps were not followed?
Determine if good written communication has been used (C-An)	Look at types of written communication provided by your teacher. Tell the class whether each type of written communication is good or poor. How could you improve the poorly written communication? [NOTE TO TEACHER: Give students sample food orders, sales receipts, and messages that show examples of both well written communication and poorly written communication.]
Note the meaning of telephone communication (C-K)	Listen as your teacher describes telephone communication. In what ways do you communicate with others using the telephone? How could the telephone be used in a job to communicate with others? Why shouldn't you make personal phone calls on the job?
Explain how you communicate with others using the telephone (C-C)	In your own words, describe ways in which you use the telephone to communicate with others.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Observe steps for good telephone communication (P-P)	Watch as your teacher shows you the steps for good telephone communication. Why is it important to have good telephone communication on the job? [NOTE TO TEACHER: Borrow a "Tele-Trainer" from your local telephone company or use a disconnected telephone for student practice. Steps for good telephone communication include: (1) Answer promptly. (2) Identify yourself. (3) Take calls for others courteously. (4) Take messages correctly.] Why is it important to answer the phone with a pleasant voice? Why is it important to keep a pad and pencil handy? When taking a message why should you repeat the information back to the caller? [NOTE TO TEACHER: Students also can ask for names to be spelled to them to avoid errors or misunderstandings.] Why shouldn't you yell across a room to someone who has a call? [NOTE TO TEACHER: Explain to students that they should say, "Just a moment, I'll get the person for you." The student should then walk over and tell the person in a quiet voice that the person is wanted on the phone.] How can you end a telephone call courteously? [NOTE TO TEACHER: Students can end the call with "Good-bye. Thank you for calling McGorne's Restaurant," or some other appropriate statement.]
Practice good telephone communication (P-GR)	Follow the steps for good telephone communication as your teacher shows you each step. When answering the phone at work, how should you identify yourself? [NOTE TO TEACHER: Students can identify themselves by saying "Good morning, McGorne's Restaurant. Sandy speaking. May I help you?" Another phrase that is often used is, "Thank you for calling McGorne's Restaurant. This is Sandy speaking. May I help you?"] Divide into pairs to demonstrate to the class how to use the telephone. Ask your classmates to suggest improvements you may need to make.
Describe ways to improve your communication with others (C-C)	In your own words, state ways in which you can improve your communication with others. How would this help you in a job?
Display a desire to improve your communication with others (A-V)	Work to improve your communication with others by following the steps for good communication.

WORDS TO KNOW
About Communication Skills
(Teacher Information Sheet)

communication - the sharing of information between persons.

information - news, facts, advice, or thoughts.

listening - to hear what others are saying.

speaking - to talk by using words.

writing - to form letters or words on paper using a pen or pencil.

oral communication - to share information with others by speaking and listening.

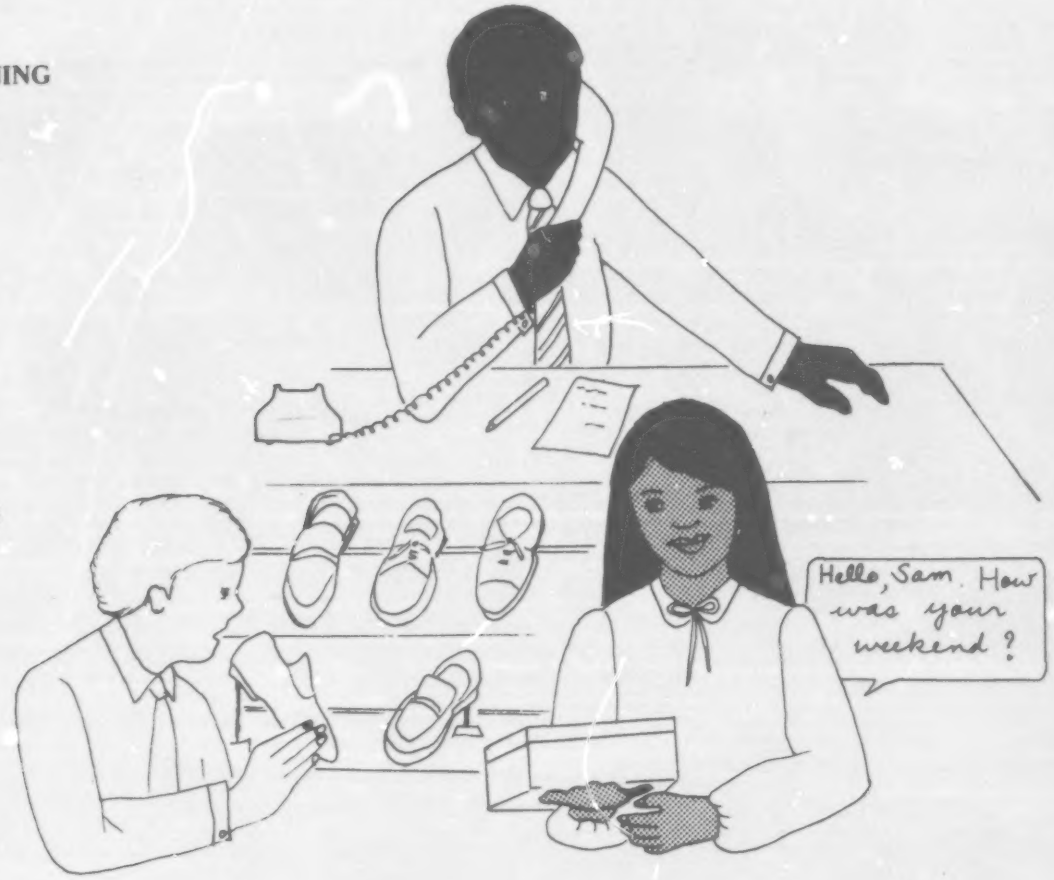
written communication - information shared with others by writing and reading.

message - information to be given to someone.

TYPES OF COMMUNICATION

TELEPHONING

SPEAKING



WRITING

INDEPENDENT LIVING

Physical Fitness

COMPETENCY: Ability to live independently.

SUB-COMPETENCY: Ability to attain and maintain physical fitness.

WORDS TO KNOW:

- physically fit
- exercise
- drug
- alcohol
- smoke
- sleep
- relaxation
- leisure
- recreation
- physician
- medical society
- hospital
- physical examination
- dentist
- dental checkup

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Define exercise (C-K)	Listen as your teacher defines exercise. What are some exercises that people do? In your own words state what is meant by exercise. What are some exercises you enjoy doing? Listen as your teacher tells you how exercise can help you to be physically fit. [NOTE TO TEACHER: The following concepts may be included in the discussion: (1) appearance–weight, firmness, color; (2) energy–work, strength, daily routine, sleep; (3) social–friends, hobbies; (4) health–body functions, feeling fit; (5) coordination–muscle control; and (6) posture–bone and muscle function.] What is meant by physical fitness? How can exercise help your body? Look at a bulletin board your teacher has prepared to identify different ways to exercise. Name the different types of exercises that are pictured on the bulletin board. What are some other ways to exercise? [NOTE TO TEACHER: See p. 83 for bulletin board ideas.]
Illustrate ways to exercise (C-C)	Look through magazines to find pictures of people exercising. After describing your pictures to classmates, add them to the bulletin board on exercise.
Cite the importance of daily exercise (C-K)	Listen as your teacher explains the importance of exercising every day. Tell your classmates how you exercise every day.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Observe how to do basic exercises (P-P)	Watch as your teacher or physical education instructor demonstrates some basic exercises. What do these exercises do for your body? How can doing these exercises each day help you in your work? [NOTE TO TEACHER: Demonstrate basic exercises which are appropriate for various types of students. Be sure to include exercises that can be done by everyone in the class. For example, include exercises such as (1) isometrics, (2) facial—frowning, smiling, moving the forehead up and down, puckering, etc.; and (3) exercises for the top part of the body for students in wheelchairs.]
Practice doing basic exercises (P-GR)	Try doing each exercise as your teacher or physical education instructor shows you. Practice doing basic exercises with your classmates. Which exercises do you like best? [NOTE TO TEACHER: Allow five minutes of class time daily to practice or discuss exercises, or progress toward physical fitness. Encourage students to add new exercises weekly or increase the number of times each exercise is done until all students have reached an acceptable level of fitness.
Perform basic exercises (P-M)	Lead the class in an exercise that you like. Why do you like this exercise? Perform an exercise with your classmates as your teacher calls out the name of the exercise. [NOTE TO TEACHER: You might use this activity as a way to provide stretch breaks for students.]
Display a desire to do daily exercises (A-V)	Choose to do daily exercises at home to help you be physically fit.
Identify the effects of misuse of drugs, alcohol, and smoking (C-K)	Listen as your teacher defines drugs, alcohol, and smoking. How can these things harm your health? How can they cause you to lose your job? [NOTE TO TEACHER: Emphasize the difference in drugs or medicine given by a doctor, and drugs taken illegally. Also stress that there are rules against drinking, smoking, and taking drugs on the job. People who break these rules usually lose their jobs. Drinking, smoking, and taking drugs also may cause serious damage to the body and prevent a person from being a healthy individual.]
Describe the effects of the misuse of drugs, alcohol, and smoking (C-C)	In your own words explain how drugs, alcohol, or smoking change the way you behave. How can it affect your work? What would happen if you were drinking on the job? What would happen if you were taking drugs or smoking on the job?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify the importance of adequate sleep (C-K)	Listen as your teacher explains the importance of getting enough sleep each night. How much sleep do you need each night? How can lack of sleep affect your health? How can lack of sleep affect your work?
Describe the effects of lack of sleep (C-C)	Think of times when you didn't get enough sleep and describe to the class how you felt. How can lack of sleep cause you to be tired?
	Listen to a case study and explain why Julie was fired from her job. [NOTE TO TEACHER: Read the case study on p. 84 to the students or have them listen to a study.] How could Julie have prevented losing her job?
Identify ways to rest and relax (C-K)	Listen as your teacher tells you ways people get rest in addition to sleeping. What is meant by relaxation? Why are rest and relaxation important to your health? When should you rest and relax? In your own words tell what is meant by leisure and recreation. How can recreation be a way of exercising? How can you use recreation and leisure time to rest and relax? [NOTE TO TEACHER: Explain to students that sometimes when we are tired it is best to stop and rest and relax for a few minutes. Rest and relaxation are very important for good health but should not be misused. Workers should use the break time allowed them on their jobs to rest and relax. Recreation and leisure time also may be used for rest and relaxation.] What are some ways you rest? Is changing a job or changing tasks a way of relaxing? Do you need to be lying down in order to rest?
Describe ways to rest and relax (C-C)	With your teacher's help, complete the check sheet to help you see the various ways you relax and have fun. (See p. 85.) Is recreation always a way to rest? What activities do you like that were not included on the check sheet? Share your activities with your classmates.
Explain the importance of rest and relaxation (C-C)	In your own words explain how rest and relaxation can help you be physically fit.
Exhibit a desire to be physically fit (A-V)	Choose to exercise daily. Get adequate rest and sleep. Avoid smoking, drinking, and using drugs.
Explain how to find a physician (C-C)	Ask five people you know how they found a physician they liked. Did the sources for a physician include a city or county medical society, friends, religious groups, or a nearby hospital? What things did each person look for in a doctor?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	Make a list of questions you might ask yourself when choosing a doctor. What questions might you ask about the doctor's location, your confidence or trust in the doctor, and the cost of the doctor's services? What types of doctors would you probably need?
Explain the importance of regular physical examinations (C-C)	Listen as a physician explains the importance of a regular physical examination. How often should you have a physical examination? What will the doctor do during a regular physical examination? What special things should women's, black people's, and Jewish people's (of eastern European descent) examinations include?
Describe the value of regular dental checkups (C-C)	Listen as a dentist explains the importance of regular dental checkups. How often are dental checkups needed? What will a dentist do when you go for a dental checkup? How can you find a good dentist when you move to a new place?

WORDS TO KNOW
About Physical Fitness
(Teacher Information Sheet)

physically fit - having a healthy body.

exercise - moving your body for the good of your health.

drug - a chemical substance which affects the body.

alcohol - a liquid such as beer, wine, or whiskey.

smoke - to draw into and let out from the mouth the fumes of a cigar, pipe, or cigarette.

sleep - to take rest in sleep; a time when the body rests and regains energy.

relaxation - the act of becoming less tense.

leisure - a time when you are free from work to do what you wish.

recreation - activity that refreshes you after work, or that takes away anxiety.

physician - a doctor who checks to see that you are physically fit and can help you when you are ill.

medical society - a group of people who can help you find the doctor you need.

hospital - a place where you can go for emergency medical care or medical care when you are very ill.

physical examination - being checked by a doctor to see how healthy you are.

dentist - a doctor who looks out for the health of your teeth.

dental checkup - being checked by a dentist to see how healthy your teeth are.

WAYS TO EXERCISE
(Bulletin Board)

94

CASE STUDY

Julie, 18, is a waitress. She works in a very nice restaurant that is known for its fine food and excellent service. She dresses neatly and always looks well-groomed. However, Julie often comes to work tired and sleepy. Sometimes, she is so tired that she makes mistakes on orders, or she is slow to bring the food to the customers. Julie's manager asks Julie to get more rest at home so that she would not come to work tired. But Julie continues being tired and sleepy on the job. The manager has decided to fire Julie because she is not doing her share of the work.

RECREATION AND LEISURE
(Check Sheet)

Directions: Place an X in the box to show the activities you like to do for fun and relaxation. If there is something you like to do for recreation and leisure that is not on the check sheet, write the name of the activity under number 20.

- ☐ 1. Playing baseball
- ☐ 2. Playing tennis
- ☐ 3. Playing football
- ☐ 4. Playing soccer
- ☐ 5. Playing basketball
- ☐ 6. Boating
- ☐ 7. Water skiing
- ☐ 8. Snow skiing
- ☐ 9. Surfing
- ☐ 10. Riding motorcycle
- ☐ 11. Riding bicycle
- ☐ 12. Sewing
- ☐ 13. Doing macrame
- ☐ 14. Crocheting
- ☐ 15. Going to concerts
- ☐ 16. Going to movies
- ☐ 17. Watching TV
- ☐ 18. Playing Monopoly, cards, or other games
- ☐ 19. Playing musical instrument
- ☐ 20. Others, you may list–

INDEPENDENT LIVING

Grooming

COMPETENCY: Ability to live independently.

SUB-COMPETENCY: Ability to use appropriate grooming.

WORDS TO KNOW:

grooming
clean
dirty
bacteria
soap
deodorant
comb
brush
shampoo
creme rinse
dandruff
toothbrush
toothpaste
dental floss
mouthwash
acne
cuticles
manicure
pedicure

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify the importance of grooming (C-K)	Listen as your teacher explains good grooming. In your own words, tell your classmates what good grooming means to you. How do you feel when someone tells you that "you look nice today"? How can being well-groomed help you in friendships? In a job? At home with your family? View a filmstrip on grooming habits. Do you practice the grooming habits you saw in the filmstrip? How could practicing each of these grooming habits help you to look well-groomed? [NOTE TO TEACHER: Posters with magazine pictures or drawings illustrating grooming habits may be substituted for the filmstrip. The posters could then be placed on a bulletin board for students to view.]
Describe the importance of being well-groomed (C-C)	In your own words, describe the importance of being well-groomed. Why is it important to be well-groomed on the job?
Identify well-groomed people (C-K)	Look at a bulletin board your teacher has prepared to learn examples of ways to be well-groomed. What makes a person look well-groomed? [NOTE TO TEACHER: See p. 94 for bulletin board ideas. When making the bulletin board, position the good grooming examples so there will be room on the bulletin board for the magazine pictures in the following learning experience. Emphasize to students that a person is well-groomed only when clothing, skin, hair, nails, and teeth have been cared for properly.] Take turns describing for the rest of the class the way that a well-groomed person looks.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Give examples of well-groomed people (C-C)	Look through magazines to find pictures of people who are well-groomed. Describe to the class why each picture is an example of a well-groomed person. Arrange the pictures on the bulletin board prepared by your teacher.
Cite the meaning of being clean (C-K)	Listen as your teacher defines the words "clean" and "dirty." Tell in your own words what "clean" and what "dirty" mean. How do you feel when you are wearing dirty clothes? How can having dirty clothing keep you from looking well-groomed? Look at two shirts your teacher has brought to class. One shirt is clean and the other is dirty. Which shirt would you wear if you wanted to look well-groomed? What could you do to make the dirty shirt clean?
Describe the importance of wearing clean clothes (C-C)	In your own words, explain why it is important to wear clean clothes.
Identify the importance of keeping your body clean (C-K)	Listen as your teacher explains the importance of keeping your body clean. How can keeping your body clean help you to be well-groomed? [NOTE TO TEACHER: Reasons for keeping the body clean include: removing dirt and bacteria from the skin, preventing sores and infections on the body, preventing body odors, and looking well-groomed. Being clean also makes a person feel better.]
State the importance of keeping your body clean (C-K)	In your own words, tell why you should keep your body clean.
Identify body care products (C-K)	Look at a display of body care products as your teacher describes each product. What are these items used for? [NOTE TO TEACHER: Include several brands of each body care product if possible, and explain to students that it is not always necessary to buy the most expensive brands of each product. Items to include are: soap, deodorant, toothpaste, shampoo, creme rinse, hair conditioner, etc.]
Identify various types of body soap (C-K)	Look at the soaps your teacher has brought to class. Listen as your teacher explains the differences between them. [NOTE TO TEACHER: Some examples of soaps you could use are: (1) Pure – mild soap with no deodorant, mildest for gentle cleaning. (2) Complexion bar – mild, contains perfume and cold cream. (3) Deodorant soap – contains deodorant. (4) Special hand cleaner – not for face or body skin care.] How does soap help you to be well-groomed?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Cite the use of various types of body soap (C-C)	Listen as your teacher explains the use of each body soap. When would you use each type of soap? Why do you need to use soap when you bathe? Why is it important to change your underwear each day after you bathe? [NOTE TO TEACHER: Explain to students that because clothes absorb body odor they need to be changed regularly.]
Describe the use of various types of soap (C-C)	Reach into a box and draw out a soap product. Explain the use of the soap product that you drew.
Identify deodorant products (C-K)	Look at a display of deodorants your teacher has arranged on the table. Repeat the name of each type of deodorant as your teacher says it. [NOTE TO TEACHER: Use all types of deodorants including spray, roll-on, cream, and powder deodorant.]
Note the use of deodorants (C-K)	Pass a peeled, cut onion around the room. Touch the onion. Wash your hands again. What did your hands smell like when you washed them with water? Wash your hands with salt and water. Smell your hands again. What did your hands smell like when you washed them with salt and water? Listen as your teacher explains that deodorant works to remove and/or prevent body odor, like the salt removed the onion smell from your hands. [NOTE TO TEACHER: Explain that cut onions cause hands to have a strong unpleasant odor just as body odor is strong and unpleasant.]
	Listen as your teacher explains the use of each type of deodorant. When do you use deodorant? How often should you use deodorant?
Explain the use of deodorants (C-C)	In your own words, describe the use of deodorants. Why should everyone use deodorants?
Identify hair care products (C-K)	Look at a display of hair care products. Repeat the name of each type of product as your teacher names them. Be sure to tell your classmates what the product is used for. [NOTE TO TEACHER: Hair care products should include combs, brushes, shampoo, creme rinse, conditioner, hair-spray, setting gel, rollers, curling iron, and blow dryer.]
	Play a game to learn to identify hair care items. [NOTE TO TEACHER: One student holds up a hair care product and calls on a student to name the product. The student naming the product correctly will then choose an item to hold up and call on a student to identify it. Continue play

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	until each item has been named and each student has been called on. Possible hair care products to use in the game are shampoo, creme rinse, comb, brush, hairspray, conditioner, rollers, curling iron, and blow dryer.]
Cite the use of hair care products (C-K)	Listen as your teacher explains the use of each hair care product in caring for your hair. How often should you wash your hair? Why is it important to keep your hair clean? How can caring for your hair help prevent dandruff? [NOTE TO TEACHER: Along with various examples of creme rinses and hair conditioners, include a bottle of vinegar. Explain to students that vinegar makes a good rinse for the hair after it has been shampooed. Vinegar leaves no odor in the hair and is very inexpensive. Watch as your teacher holds up a glass that has a dry soap film on it. Listen as your teacher explains that this is what shampoo makes your hair look like if you do not rinse all the shampoo out. What does it mean when your hair squeaks when pulled between your fingers? Why should you rinse your hair? Play a game to learn the use of hair care products. [NOTE TO TEACHER: Use the game for identifying hair care items in a previous learning experience; then have students identify the item and state the use.]
Observe a demonstration on hair care products (P-P)	Watch a demonstration on hair care techniques. Why do you brush your hair? Why do you comb your hair? How can caring for your hair help you to have healthier hair? [NOTE TO TEACHER: This could be worked out with the cosmetology department at your school. If there is not a cosmetology department, have a local hair stylist visit your class.]
Practice correct steps for hair care (P-GR)	Practice appropriate hair care procedures when caring for your hair at home. Attempt to brush and comb your hair by following the hair care procedures learned in class.
Identify the importance of caring for your teeth (C-K)	Listen as your teacher explains the importance of brushing your teeth. What causes bad breath? What is your reaction when someone with bad breath comes near? What could happen to your teeth if you don't brush them? [NOTE TO TEACHER: Stress the following reasons for keeping teeth clean: (1) removing bacteria, (2) preventing cavities, (3) removing mouth odor, and (4) keeping teeth healthy.]

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify tooth care products (C-K)	Look at a display of products to use when caring for your teeth. Should the toothbrush have soft or hard bristles? Which product looks like string? Repeat the name of the product as your teacher holds it up. [NOTE TO TEACHER: Products should include toothpaste, toothbrush, dental floss, and mouthwash.]
Note the use of tooth care products (C-K)	Listen as your teacher tells you how tooth care products are used to keep your teeth clean. What do you brush your teeth with? Why is dental floss used?
Observe how to brush your teeth correctly (P-P)	Watch as your teacher demonstrates how to use a toothbrush correctly. [NOTE TO TEACHER: Ask a local dentist or dental hygienist to visit the class. Information on brushing teeth is on p. 95.]
Practice the correct steps for brushing your teeth (P-GR)	Brush your teeth following the steps shown in the demonstration. Take turns showing the class the correct way to brush your teeth.
Observe how to use dental floss (P-P)	Watch a demonstration on how to use dental floss correctly. [NOTE TO TEACHER: The technique for using dental floss could be included in the demonstration by a dentist or dental hygienist. Information on flossing teeth is on p. 96.] Why is it important to use dental floss? How often should you use dental floss?
Practice using dental floss (P-GR)	Use dental floss following the steps shown in the demonstration. Have your teacher check your work.
Perform the correct steps for caring for your teeth (P-M)	Use the correct methods for brushing and flossing your teeth. Care for your teeth regularly and after eating when possible.
Note the importance of cleaning your face (C-K)	Listen as your teacher explains the reasons for cleaning your face. Why do you clean your face? Why is it important to follow a skin care program? What is a skin care program?
	What are some things that affect the way your skin looks? [NOTE TO TEACHER: Examples of things that affect the appearance of skin include excess oil, too much sun, lack of sleep, eating the wrong foods, and using soap that drys the skin.] What can cause blemishes, enlarged pores, and blackheads?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Describe the importance of cleaning your face (C-C)	In your own words explain why it is important to keep your face clean. Name some things that affect the way your skin looks. How can keeping your face clean help prevent acne?
Identify how to clean your face (C-K)	Listen as your teacher explains how to care for your face. Why should everyone use their own washcloths and towels? [NOTE TO TEACHER: "Tips For Caring For Your Face," is on p. 97. Blacks, Mexican-Americans, and Anglos all have the same skin types. Color does not make any difference. Black students will not sunburn as easily because of the melanin in their skin.]
Observe steps for cleaning your face (P-P)	Watch as your teacher shows you how to clean your face. [NOTE TO TEACHER: Information on "Cleaning Your Face" is on p. 97.] Why is it important to get all of the soap rinsed off? Tell in your own words the steps to use when washing your face.
Practice the correct steps for cleaning your face (P-GR)	Practice the correct steps for cleaning your face. [NOTE TO TEACHER: The students will need washcloths, towels, and soap.] Are you using a clean washcloth? Are you using soap? Did you use your own towel to dry your face? Are you moving your hands in the right direction? Have your teacher check your work. Take turns showing the class the correct way to clean your face.
Cite the importance of nail care (C-K)	Listen as your teacher explains the importance of nail care. What is nail care? Why do your fingernails need to be taken care of? What do other people think when they see well-groomed nails? What do people think when they see dirty nails? How can caring for your nails help you to look well-groomed?
Identify nail care tools (C-K)	Look at a transparency of tools used for nail care. (See p. 98.) As your teacher names each tool, repeat the name. Look at a display of tools used for nail care. [NOTE TO TEACHER: Tools should include orange sticks, emery boards, nail files, nail brushes, nail clippers, etc.] Name the tool used in nail care as your teacher holds each tool up.
Note the use of nail care tools (C-K)	Listen as your teacher explains the use of each tool used in caring for your nails. Which nail care tools have you used before? Where can you get nail care tools? Which tools are used on fingernails? Which tools are used on toenails? Are

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	any of the tools used on both fingernails and toenails? What do you use an emery board for? Nail file? Orange stick? Nail brush? Nail clippers?
Describe the use of nail care tools (C-C)	As your teacher holds up a nail care tool, tell the class the name of each tool and how it is used. Do your classmates agree with you?
Identify the steps in caring for nails (C-K)	Look at pictures to see the steps in caring for your fingernails. [NOTE TO TEACHER: The sketches and information on pp. 99-101 can be used as transparencies, handouts, or posters.] What is meant by a manicure? What nail care tools are being used in the picture?
Observe steps in caring for fingernails (P-P)	Watch as your teacher demonstrates how to care for your fingernails. Notice the use of each nail care tool. Why did your teacher rub cuticle oil or cream into the cuticles? What did your teacher use to file the nails? State how to file nails. Why did your teacher push the cuticle back with an orange stick? When is the nail brush used? Tell the class how you would give yourself a manicure.
Practice the steps in caring for your fingernails (P-GR)	Follow the steps in caring for your fingernails as your teacher shows you each step. Practice giving each other manicures as your teacher checks your work.
Note the steps in caring for your toenails (C-K)	Look at pictures showing how to care for your toenails as your teacher shows you each step. [NOTE TO TEACHER: The information and sketches on pp. 102-103 can be used as transparencies, handouts, or posters.] What is a pedicure? Why is it important to care for your toenails?
Practice the steps in caring for your toenails (P-GR)	Follow the steps in caring for your toenails as your teacher checks your work.
Perform the correct steps in caring for nails (P-M)	Use correct methods in caring for your nails.
Explain ways to be well-groomed (C-C)	Play the game "Dirty Dude" to explain ways to keep your body clean. As your teacher holds up a picture of Dirty Dude, take turns explaining ways Dirty Dude can become well-groomed. (See p. 104.)
Exhibit a desire to be well-groomed (A-V)	Adopt a grooming plan that would help you to be well-groomed.

WORDS TO KNOW
About Grooming
(Teacher Information Sheet)

grooming - cleaning and caring for your body, hair, face, teeth, hands, nails, clothes, and shoes.

clean - to be free of dirt, bacteria, oils, and grime; or to remove dirt, bacteria, oils, and grime.

dirty - to make or become soiled.

bacteria - germs that can cause illness.

soap - a substance that is used for washing and bathing.

deodorant - a preparation that kills germs which cause unpleasant smells.

comb - a tool with teeth that is used to smooth and arrange hair.

brush - a tool with bristles used to smooth and arrange hair.

shampoo - to wash the hair or scalp; or the product used to wash the hair and scalp.

creme rinse - a product used to rinse the hair.

dandruff - thin white flakes on the scalp.

toothbrush - a brush for cleaning the teeth.

toothpaste - a substance used to clean teeth.

dental floss - thin thread used for cleaning between teeth.

mouthwash - a liquid used to freshen breath.

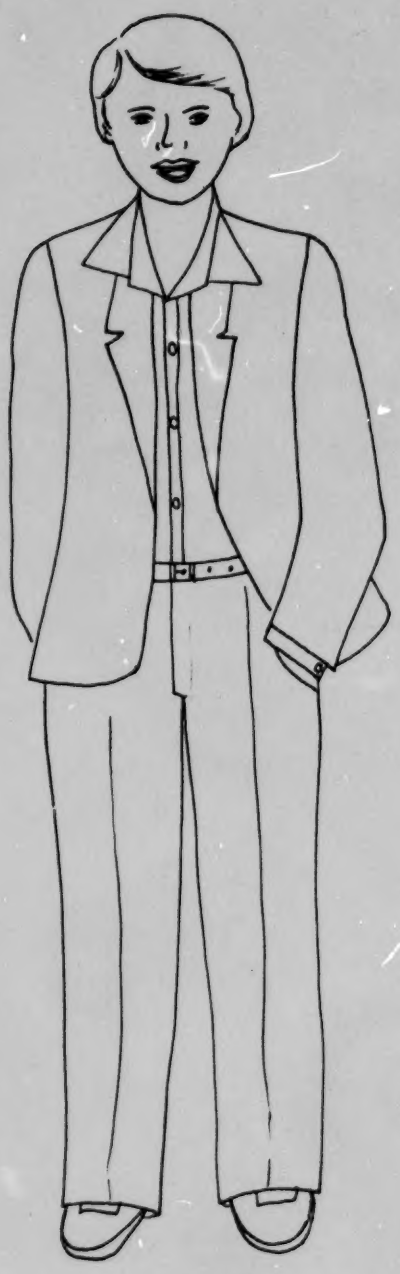
acne - a skin condition in which pimples and blackheads are present.

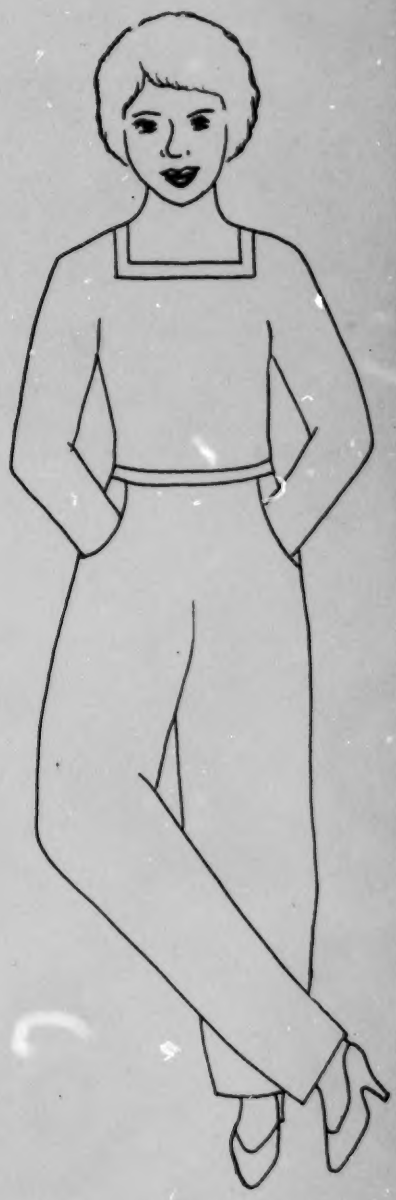
cuticles - the skin that grows around the fingernails and toenails.

manicure - care of the hands, fingers, and fingernails.

pedicure - care of the feet, toes, and toenails.

THE WELL-GROOMED LOOK
(Bulletin Board)





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BRUSHING TEETH
(Teacher Information Sheet)

1. Use toothbrush and toothpaste.

2. Put the toothbrush on your teeth with the edge of the brush against the gums.
3. Move your toothbrush up and down.
4. Brush each tooth up and down.

5. Brush the inside of your teeth up and down.

6. Brush the flat surfaces of your back teeth. Move the toothbrush back and forth.

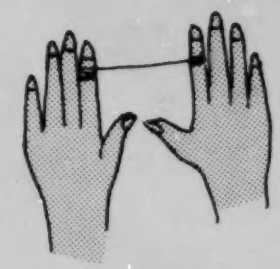
FLOSSING TEETH
(Teacher Information Sheet)

1. Use 18 to 24 inches of dental floss string. Hold the floss with both hands.

2. Put the floss between your teeth. Do not force the floss if the area between your teeth is tight. Pull the floss back and forth until the floss goes between the teeth.

3. Move the floss up and down against each tooth and between each tooth.

1.



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2.

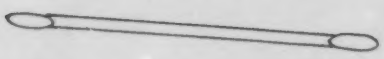
TIPS FOR CARING FOR YOUR FACE
(Teacher Information Sheet)

1. Wash your face at least twice a day. If you have oily skin, you need to wash it more often.
2. Always wash your neck when you wash your face.
3. Be sure to wash your forehead, sides of nose, and curves in your chin. These are the places where oil builds up and pimples break out.
4. After you wash your face and rinse it with warm water, use cool water for a final rinse.
5. When drying your face, pat it dry; do not rub.
6. Girls should remember to remove makeup before going to bed or putting on new makeup.
7. It is a good idea to use one washcloth for your face and another for your body.
8. If your face starts to break out, take care of the problem right then. Don't wait for the problem to get so bad that it starts to spread.
9. Eat the right foods.
10. Get plenty of rest.

CLEANING YOUR FACE

1. Use inward circular motion to clean the chin, cheeks, and forehead.
2. For the eyelids, wash from the inside corner of the eye to the outside.
3. Under the eyes, wash from the outside corner of the eye toward the nose.
4. Clean the nose area in an up-and-down motion.
5. Clean the neck in an up-and-down motion.

TOOLS FOR NAIL CARE
(Transparency)



ORANGE STICK

COMBINATION NAIL CLEANER AND CUTICLE PUSHER

EMERY BOARD

NAIL FILE

NAIL BRUSH

NAIL CLIPPERS

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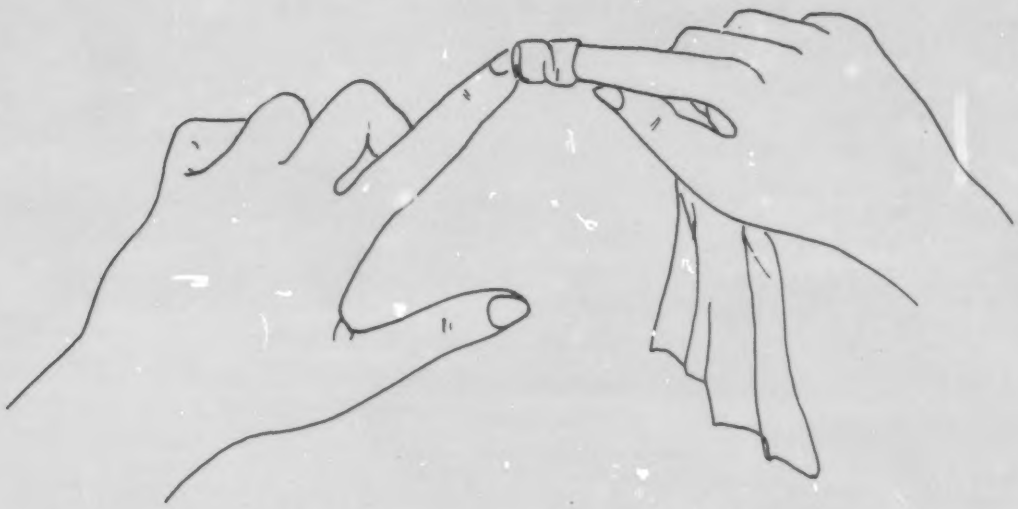
STEPS IN GIVING A MANICURE
(Transparency)

1. Rub cuticle oil or cream into cuticles. Vaseline is good to use.



2. Shape nails with an emery board or nail file. File nails in one direction. File from side to center. Smooth any rough or jagged places.

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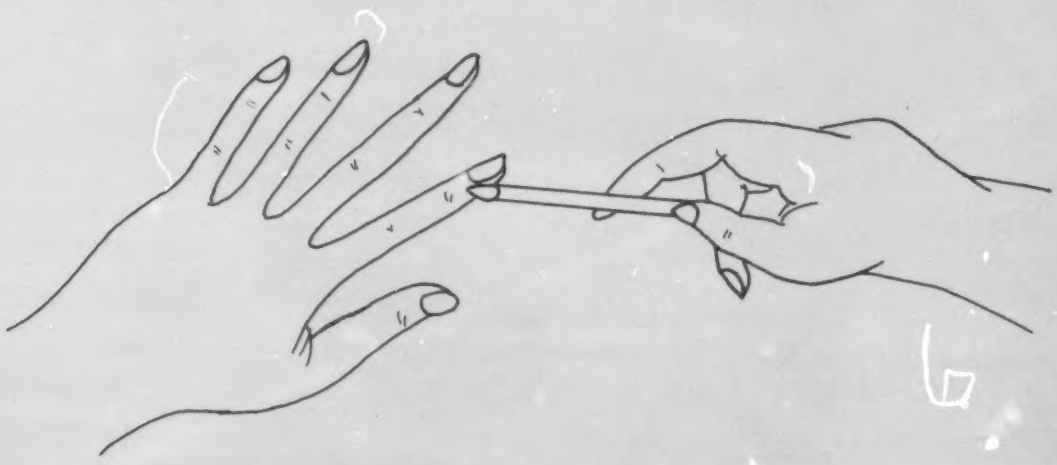
3. **Take off old polish if you are wearing any.**

4. **Push cuticles back gently by using an orange stick.**



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5. Wash off cuticle remover with a nail brush and warm soapy water. Rub hands gently. Rinse and dry.

6. If using polish, put on base coat first. Use two coats of polish if desired. After polish has dried, smooth the tips with the fine side of the emery board to prevent chipping.

STEPS IN GIVING A PEDICURE
(Transparency)

1. Cut toenails straight across.

2. File nails to remove rough edges. Using an orange stick, gently push back the toenail cuticles.

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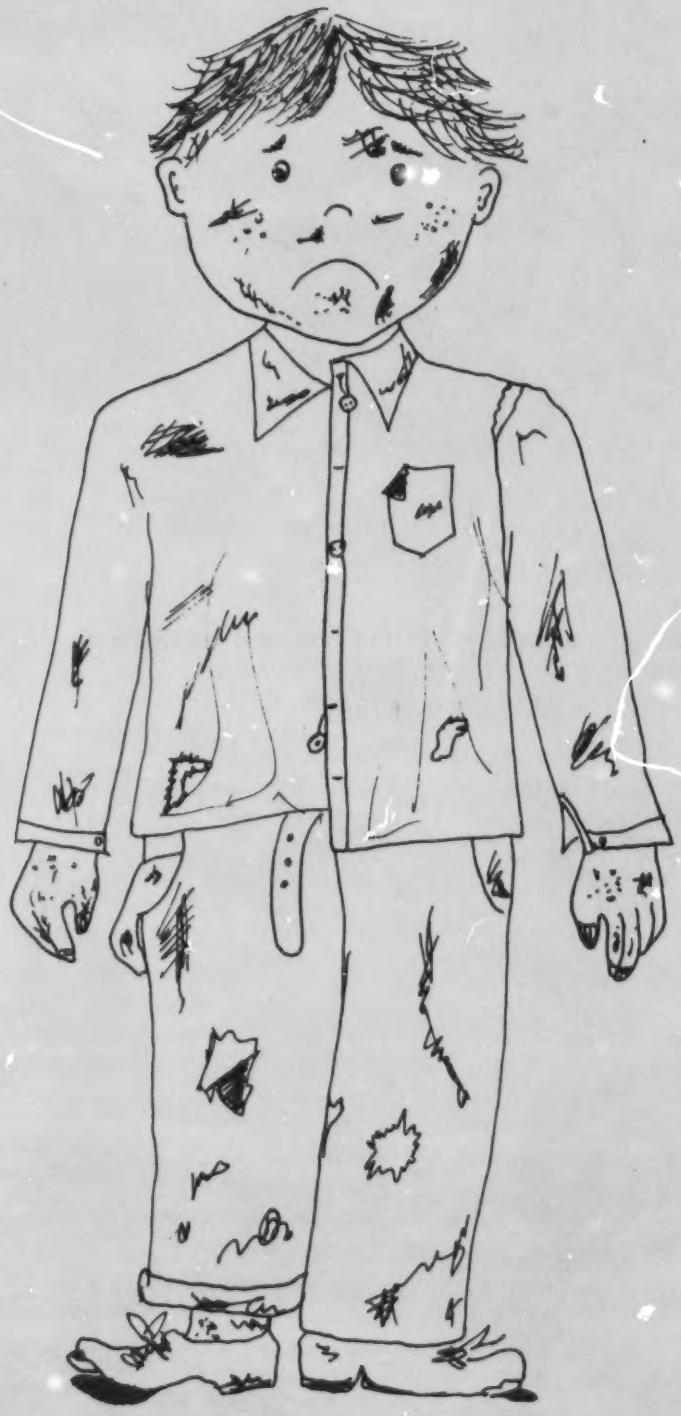
3. Remove bits of cuticles with a soft nail brush.

4. If you polish your toenails, put cotton between your toes to keep the polish from smearing.

DIRTY DUDE
(Game)



INDEPENDENT LIVING

Clothing

COMPETENCY: Ability to live independently.

SUB-COMPETENCY: Ability to meet clothing needs.

WORDS TO KNOW:

- wardrobe
- wardrobe planning
- job/school clothes
- leisure clothes
- dress clothes
- laundry
- laundromat
- dry cleaning
- self-service dry cleaner
- full-service dry cleaner/laundry
- washer
- dryer
- clothesline
- appliance
- iron
- detergent
- soil remover
- bleach
- fabric softener
- sort
- pretreat
- mending
- brushing shoes
- polishing shoes
- shoe polish
- suede brush
- suede
- vinyl
- leather
- buttons
- snaps
- hooks and eyes
- hemming

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify the importance of wardrobe planning (C-K)	Listen as your teacher explains the meaning of wardrobe planning. In your own words, tell what wardrobe planning means. When planning your wardrobe, why is it important to know the kind of clothing you wear most often?
Cite various kinds of clothing (C-K)	Look at pictures your teacher shows you of three kinds of clothing. Your teacher will describe each kind. What kind of clothing do you wear most often? [NOTE TO TEACHER: People need clothes basically for job/school, leisure, and dress.]
Illustrate various kinds of clothing (C-C)	Look through magazines or catalogs to find pictures of the three kinds of clothing. Share your pictures with your classmates and describe the kind of clothing each picture shows. Make a bulletin board using the pictures of the three kinds of clothing. Group the pictures of each kind of clothing together on the bulletin board.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify steps for making a wardrobe (C-K)	Listen as your teacher explains how to plan a wardrobe. How can planning your wardrobe help you to save money? [NOTE TO TEACHER: Steps for planning a wardrobe include: (1) Look at all you have. (2) Divide clothes into wearable, non-wearable, and those which need repair. (3) Check to see what you have for each season. (Some clothes can be worn more than one season. Others more limited in use are swimsuits, winter coats, etc.) (4) Check to see what three kinds of clothing you have: job/school, leisure, and dress. (5) Decide what you need to add to your wardrobe. (The importance of planning a wardrobe according to the type of clothing worn most often could be stressed here.) (6) Decide on the clothes you want to buy or sew. (7) Decide on the clothes you actually need. (8) Decide on the clothes you can afford to buy or sew.]
Explain how to plan a wardrobe (C-C)	In your own words describe the steps for planning a wardrobe as your teacher lists them on the board. Why is it important to check the clothing you have before planning what you need to buy? Why should you have wardrobe clothes altered or repaired? Why should you plan your wardrobe by seasons? Why should you plan your wardrobe according to the type of clothing you wear most of the time? Why do you need work, leisure, and dress clothes in your wardrobe? Why aren't the clothes you want and the clothes you need always the same?
Identify your clothing needs (C-K)	With your teacher's help, complete the clothing needs check list to see what kinds of clothing you need. (See p. 112.) What kinds of clothing do you wear most often? What kinds of clothing do you seldom wear?
Describe your clothing needs (C-C)	Using the completed clothing needs check list, describe to the class what kinds of clothing you need. Why do you need these kinds of clothing? How do your clothing needs differ from those of your classmates?
Practice planning a wardrobe (C-K)	Divide into groups and follow the steps for planning a basic wardrobe for a young mother at home, an employee, and a high school student. How do the clothing needs of these people differ?
Cite how to buy clothing (C-K)	Listen as your teacher explains how to buy clothing. [NOTE TO TEACHER: Steps for buying clothing include the following: (1) Decide how your clothing will be worn. The kind of clothing worn most often should be made of strong cloth. (2) Check to see that the clothing is well-made. (3) Choose colors that go well with the clothing that

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	you already have. (4) Decide if the clothing is a good buy considering the material of the clothing and the way the clothing is made. (5) Check to see if clothing can be laundered at home or will need to be dry cleaned.] Why is it important to try on clothing before buying it? Why should you look at clothes very carefully before buying?
Explain how to buy clothing (C-C)	Think of several clothing items that you would like to add to your wardrobe, and describe to the class the steps you would follow when buying these items. How would you check to see that the clothing is well-made?
Practice the steps for buying clothing (P-GR)	Take turns role playing various kinds of people buying clothing. Remember to follow all of the steps for buying clothing. Take a field trip to several clothing stores to practice the steps for buying clothing. Be sure to check the construction and cost of each clothing item.
Choose to follow the steps for planning your wardrobe (A-V)	Check your personal wardrobe to determine clothing needs. Follow a plan for adding clothing to your personal wardrobe.
Describe care required by clothing (C-C)	Name ways you can keep your clothes clean and attractive. Did your list include putting clothes away, removing stains, washing or dry cleaning, and mending? Did your list include cleaning, brushing, and polishing shoes? How can you tell what care is needed for a garment?
Identify laundry equipment used for clothing care (C-K)	Tell your classmates where your family does its laundry. Which of the following were named: laundromats, self-service dry cleaners, full-service dry cleaners/laundries, and home washers, dryers, clotheslines, irons? Take field trips to see each type of laundry service. How are they different? How much does each cost? Who does the work in each? Look at a display of laundry products. Listen as your teacher explains the uses of detergents, soil removers, bleaches, and fabric softeners. Touch and smell each one. Practice putting detergents, soil removers, bleaches, and fabric softeners in groups. Visit a grocery store to see how laundry products are grouped on the shelf.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify the steps in doing laundry (C-K)	Listen as your teacher names and explains the steps in doing laundry. Steps should include sorting, pretreating, hand or machine washing, machine or line drying, and ironing.
	Watch as your teacher demonstrates each step in doing laundry. Ask questions about anything you do not understand.
Practice clothing care (C-Ap)	Attempt to carry out the steps in doing laundry as your teacher explains each step. Why should clothes of different colors, fabrics, and amounts of soil be separated before washing? How are spots removed? What water temperatures are used for washing and rinsing clothes? What products are used for washing and rinsing clothes? How much of each did you use? How are clothes used? Which clothes must be ironed?
	Help with your family's laundry. Report your experiences to your class. Does your family do its laundry the way you learned in class? How is it different? What equipment does your family use to do its laundry? What laundry products does your family use?
Describe how to store various garments (C-C)	Look at pictures of well-organized storage for clothing. What items are used for clothing storage? Notice how different garments and accessories are stored.
	Watch as your teacher shows you how to store various garments. Which garments should be hung? How should each type garment be placed on a hanger? What type hanger is needed for pants, shirts, dresses, jackets, and coats? What garments should be placed in drawers or on shelves? How can you store handbags? jewelry? Why do closets, drawers, and shelves need to be cleaned and straightened occassionally?
Identify shoe care products and equipment (C-K)	Look at a display of shoe care products and equipment. What should each item be used for? How is each product applied?
Describe how to care for different types of shoes (C-C)	Watch as your teacher shows you how to care for different types of shoes. How should you care for fabric, suede, vinyl, and leather shoes?
Practice caring for shoes (C-Ap)	Take care of your own shoes. Wash fabric shoes. Brush suede shoes. Clean and polish leather shoes. Show your classmates how you care for your shoes.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify basic clothing repairs (C-K)	Brainstorm to name things that often need to be repaired on your clothing. Did your list include sewing on buttons, snaps, and hooks and eyes; and hemming?
Describe the steps in making basic clothing repairs (C-C)	Watch as your teacher demonstrates each of the following clothing repairs: sewing on two-eye, four-eye, and shank buttons; sewing on snaps; sewing on hooks and eyes; and hemming.
Practice making basic clothing repairs (C-Ap)	Attempt to make basic clothing repairs as your teacher tells you each step. Practice repairing your own clothing until you can do it without help.
Make a plan for care of clothing (C-Ap)	Ask several people you know how often clothes need to be cleaned and mended. Also ask how often they do occassional duties like dry cleaning winter coats and cleaning out closets and drawers. Report your findings to the class. Make a plan to improve the way you store your own clothing. Are your clothes hanging straight on their hangers? Are folded items placed neatly in drawers or on shelves? Are your shoes placed neatly in a shoe bag, on a shoe rack, or on a shelf?

WORDS TO KNOW
About Clothing
(Teacher Information Sheet)

wardrobe - a personal supply of clothing.

wardrobe planning - a method of planning to meet clothing needs and wants.

job/school clothes - clothes suitable to wear to your job or to school.

leisure clothes - clothes you might wear for sports, after school or after work, at home, or for sleeping.

dress clothes - clothes you might wear to church, special parties, or other special occasions.

laundry - clothes or household items that need to be washed.

laundromat - a commercial laundry place with coin-operated washers and dryers. It may also have dry cleaning machines.

dry cleaning - cleaning clothes that should not be washed in water. Wool is one example of a fabric which should be dry cleaned.

self-service dry cleaner - a commercial place with coin-operated machines so you can dry clean your own clothes.

full-service dry cleaner/laundry - a commercial place where someone else will dry clean or wash your clothes.

washer - an appliance which washes clothes.

dryer - an appliance which dries clothes.

clothesline - a rope, wire, or cord on which you hang clothes to dry.

appliance - a piece of equipment that does some work around the house. Some examples are refrigerator, mixer, iron, or washer.

iron - an appliance with a flat metal surface which heats so you can remove wrinkles from clothes. A dial is set for the right temperature. Some irons can spray water. Iron also means to use this appliance.

detergent - a soap-like product used to wash laundry.

soil remover - a product which helps remove dirt on clothes.

bleach - a liquid or powder used to make laundry white and remove stains.

fabric softener - a product which makes laundry soft. Some kinds are added in the washer. Some kinds are added in the dryer.

sort - to separate laundry into groups so each group can be washed together.

pretreat - to use special products before washing to remove stains.

mending - fixing clothes that are torn, have buttons missing, or other problems.

brushing shoes - using a brush to clean dirt and dust off shoes.

polishing shoes - using any product which shines a shoe.

shoe polish - a product used to shine shoes. It comes in many colors and types.

suede brush - a special brush for brushing suede.

suede - a fabric which is soft and often made into purses, coats, or shoes.

vinyl - a plastic material, often shiny, which can be made into shoes, purses, or clothes.

leather - a material used to make shoes, purses, or coats. It has a smell of its own.

buttons - fasteners slipped through buttonholes to hold clothes together. Some buttons are simply decorations.

snaps - two small metal circles that fit together to fasten clothes.

hooks and eyes - small metal hooks that fit into small metal loops (called eyes) to hold clothes together.

hemming - making an article of clothing the right length.

CLOTHING NEEDS
(Check list)

Directions: List your activities under each of the three types of activities. Write descriptions or find pictures of clothing you could wear for each activity.

ACTIVITIES	KINDS OF CLOTHING NEEDED
Job/School	
Leisure	
Dress	

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INDEPENDENT LIVING

Food

COMPETENCY: Ability to live independently.

SUB-COMPETENCY: Ability to meet your needs for nutritious food.

WORDS TO KNOW:

- nutrition
- milk and cheese group
- meat, poultry, fish, and beans group
- vegetable and fruit group
- bread and cereal group
- fats, sweets, and alcohol group
- menu
- dietitian
- calories
- refrigerator
- freezer
- stove
- sink
- dishwasher
- specials
- convenience foods
- cents-off coupons
- food stamps
- perishable
- table setting

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify the meaning of nutrition (C-K)	Listen as your teacher explains the meaning of nutrition. In your own words, tell what is meant by nutrition. Why is it important to eat the right foods?
Cite foods in the food groups of the Daily Food Guide (C-K)	Look at transparencies showing foods from each of the food groups in the Daily Food Guide. Listen as your teacher describes each group. (See pp. 118-122.) Repeat the name of each food group as your teacher says it. Why should you eat food from each of the food groups? How many servings from each food group do you need each day?
Name foods in the food groups (C-K)	As your teacher holds up a food item, tell the class the food group that the food belongs in. Also tell how many servings from that food group are needed each day. With your teacher's help, complete the work sheet, "Do You Know Your Foods?" (See pp. 123-124.) Have your teacher check your work. [NOTE TO TEACHER: Answer sheet is on p. 125.)
Identify foods in a day's menu (C-K)	Look at several menus for one day as your teacher points out the food from each food group. Are the correct amounts of servings from each food group shown in each menu?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Illustrate a balanced menu (C-C)	Work in groups to plan a day's menu. Look through magazines to find pictures of the food you have included in your menu. Arrange the pictures of the food on a bulletin board and share your menu with your classmates.
Identify nutritious foods in your daily meals (C-K)	With your teacher's help, complete the work sheet, "My Meals" to see if your meals are nutritious. (See p. 126.) In which groups do you have the recommended number of servings? In which food groups are you lacking the recommended number of servings? How can you improve your daily menu?
Describe nutritious foods in your daily meals (C-C)	Take turns describing your meals to your classmates. How can you improve your eating habits? Name the foods which need to be added to your diet. How can you reduce the extra calories in your diet?
Explain why good nutrition is important to your health (C-C)	Act out the skit, "The Truth About Grumpy Greta" to learn how your eating habits can affect you. (See pp. 127-128.) Why do you think Greta was always grumpy? What did you like about Edna's diet? Which diet would be the best for a healthy body? [NOTE TO TEACHER: Puppets also can be used to portray the characters in the skit. If students have limited reading ability, read the skit and let them act out the parts as you read.]
	In your own words, explain the importance of eating nutritious meals. How do your eating habits affect you? How can eating nutritious meals help you to do successfully on the job?
Explain the effect of food on your weight (C-C)	Listen as a dietitian explains how food affects your weight. What are calories? How does eating more or less food than your body needs affect your weight? What are safe ways to lose weight?
Identify the large kitchen equipment used to prepare food (C-K)	Name the large equipment in the kitchen in your home. Did your list include a refrigerator, freezer, stove, sink, and dishwasher?
Name small electric equipment used in the kitchen (C-K)	Divide into teams. Each team tries to name more small electric equipment used in the kitchen than the other team. Which equipment does your family use every day? Which is seldom used?
Name small tools used in meal preparation (C-K)	Brainstorm to name as many small kitchen tools as you can. Which tools are used for mixing, cutting, etc.?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify things to consider when planning meals (C-K)	Ask the person who prepares meals in your family to explain how to plan meals. Did the meal planner consider needs and tastes, consider costs, check grocery ads, make out menus for a week, and make a shopping list?
Describe rules for food buying (C-C)	Ask the person who shops for food in your family to explain how to buy food. What can you do to save money on food? [NOTE TO TEACHER: Suggestions for saving money on food should include suggestions like the following: Buy specials. Change your menu if you can get a better buy. Buy in a large quantity if you can use the larger amount. Remember you pay more for convenience foods. Use cents-off coupons for items you buy anyway. Use food stamps if you are eligible. Choose stores with the best prices. Check dates on perishable foods.]
Practice shopping for food (C-Ap)	Ask the person who shops for food in your family to let you help buy food for several weeks. Help plan menus for family meals. Check to see which foods are needed. Check grocery store ads. Help make a shopping list. Help shop for groceries. Report your experiences to the class.
Store foods correctly (C-Ap)	As your teacher names a food item, tell whether it should be stored on a shelf, in the refrigerator, or in the freezer. Practice until you can tell how to store most foods correctly.
Use common cooking terms correctly (C-Ap)	Volunteer to help prepare meals in your family. Ask the meaning of words you do not know. Share new cooking terms and their meanings with your classmates as you learn them.
Practice safety in the kitchen (C-Ap)	Listen as your teacher explains reasons safety in the kitchen is important. What accidents commonly happen in the kitchen? Make a list of safety rules for using the following safely: the oven, electric appliances, the dishwasher, knives and other sharp utensils, and food.
Describe procedures for meal preparation (C-C)	Listen as your teacher describes procedures for meal preparation. [NOTE TO TEACHER: To prepare meals students need to know cooking principles, how long preparation and cooking take, how to plan work so everything is ready at once, how to do some things ahead, and how to save time by using convenience foods.]

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Practice preparing simple meals (C-Ap)	Help prepare simple meals for your family. Ask someone to show you how to prepare each food step by step. Report the results to your classmates.
Show how to set the table (C-Ap)	Cut out pictures of table settings. Point out the items used on the table. Where was each placed? Watch as your teacher shows you how to set the table for a simple meal. On which side of the plate was the knife, spoon, and fork? Where was the glass or cup placed? Practice setting the table until you can do it without help.

WORDS TO KNOW
About Meal Management
(Teacher Information Sheet)

nutrition - eating food for proper growth and a healthy body.

milk and cheese group - food such as milk, cream, butter, cheese, ice cream, and other dairy products.

meat, poultry, fish, and beans group - food such as meat, fish, eggs, poultry, dried beans, and nuts.

vegetable and fruit group - food such as green, leafy, and yellow vegetables; and all fruits.

bread and cereal group - food such as white and whole-wheat bread, whole-grain and breakfast cereals.

fats, sweets, and alcohol group - food such as butter, margarine, mayonnaise, and other salad dressings; fats and oils; candy, sugar, jams and jellies, syrups, sweet toppings, and other sweets; soft drinks and alcoholic beverages; refined but unenriched breads, pastries, and flour products.

menu - a list of food to be eaten at a certain meal.

dietitian - a person trained to know what food is nutritious and what is not.

calories - a measure of how much energy a food gives your body.

refrigerator - an appliance which keeps food cold.

freezer - an appliance which freezes food.

stove - an appliance which heats and cooks food.

sink - equipment in a kitchen where you can wash food or dishes.

dishwasher - an appliance which washes dishes.

specials - items on sale, cheaper than the usual price.

convenience foods - foods which save your cooking or preparation time. Some examples are packages of frozen French fries, packages of frozen vegetables or meats in a sauce, and TV dinners.

cents-off coupons - pieces of paper you can turn in at the grocery store to get money back when you buy certain items which match the coupons.

food stamps - stamps you get from a local food stamp office which you can use like money to buy food. Not everyone can get food stamps. You must check with the food stamp office first.

perishable - foods which can spoil. Check to see if the food you buy needs to be kept cold or frozen until you use it.

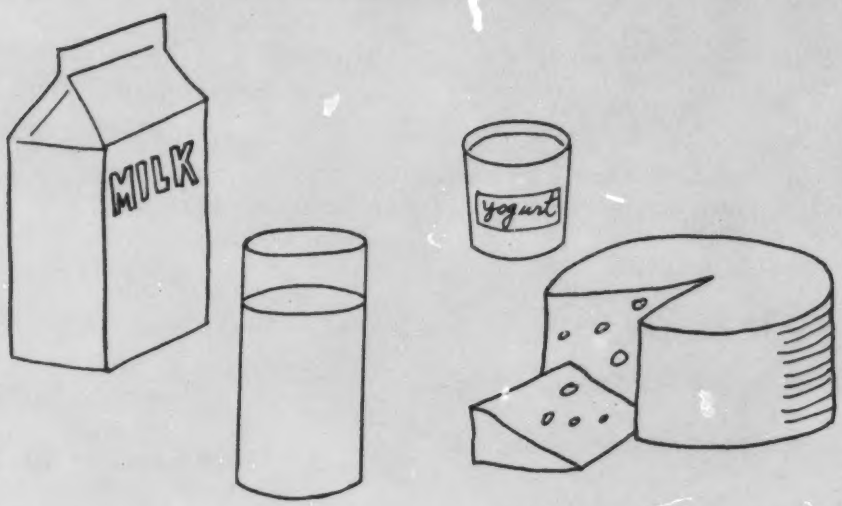
table setting - a way to place plates, glasses, forks, spoons, knives, and other items on the table so you can eat easily.

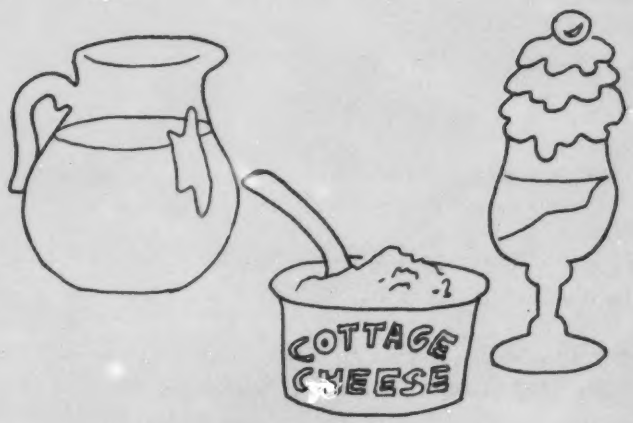
MILK AND CHEESE GROUP
(Transparency)

RECOMMENDED AMOUNTS: 2 to 3 SERVINGS – CHILDREN UNDER 9

3 SERVINGS – CHILDREN 9 to 12

4 SERVINGS – TEENS

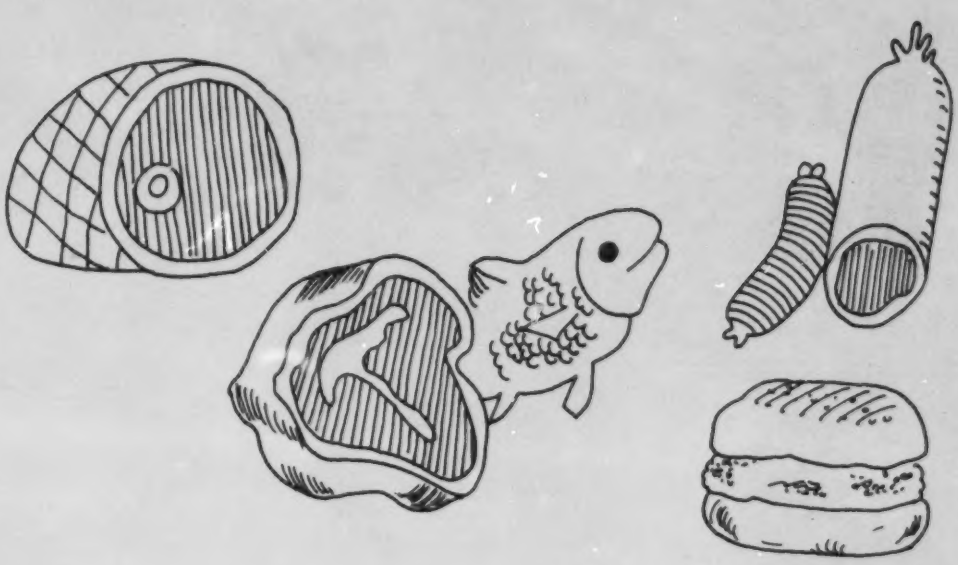




129

MEAT, POULTRY, FISH, AND BEANS GROUP
(Transparency)

RECOMMENDED AMOUNTS: 2 SERVINGS EVERY DAY



VEGETABLE AND FRUIT GROUP
(Transparency)

RECOMMENDED AMOUNTS: 4 SERVINGS EVERY DAY

131

BREAD AND CEREAL GROUP
(Transparency)

RECOMMENDED AMOUNTS: 4 SERVINGS EVERY DAY

FATS, SWEETS, AND ALCOHOL GROUP
(Transparency)

NO RECOMMENDED AMOUNTS – CONTAIN MANY CALORIES

133

DO YOU KNOW YOUR FOODS?
(Work Sheet)

Directions: Choose the food group that the picture belongs in. Put the correct letter, A, B, C, D, or E, in the blank at the bottom of each picture. The first one is done for you.

1.

_____ ORANGE JUICE

A. Milk group
B. Meat group
C. Vegetable-Fruit group
D. Bread-Cereal group
E. Fats, Sweets, and Alcohol group

2.

_____ GROUND BEEF

A. Milk group
B. Meat group
C. Vegetable-Fruit group
D. Bread-Cereal group
E. Fats, Sweets, and Alcohol group

3.

_____ TOAST

A. Milk group
B. Meat group
C. Vegetable-Fruit group
D. Bread-Cereal group
E. Fats, Sweets, and Alcohol group

4.

_____ BAKED POTATO

A. Milk group
B. Meat group
C. Vegetable-Fruit group
D. Bread-Cereal group
E. Fats, Sweets, and Alcohol group

5.

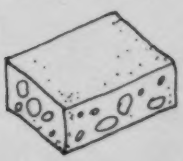
_____ RAISINS

A. Milk group
B. Meat group
C. Vegetable-Fruit group
D. Bread-Cereal group
E. Fats, Sweets, and Alcohol group

6.

_____ EGG

A. Milk group
B. Meat group
C. Vegetable-Fruit group
D. Bread-Cereal group
E. Fats, Sweets, and Alcohol group

7. 

_____ CHEESE

A. Milk group
B. Meat group
C. Vegetable-Fruit group
D. Bread-Cereal group
E. Fats, Sweets, and Alcohol group

8.

_____ PUDDING

A. Milk group
B. Meat group
C. Vegetable-Fruit group
D. Bread-Cereal group
E. Fats, Sweets, and Alcohol group

9.

_____ SOFT DRINKS

A. Milk group
B. Meat group
C. Vegetable-Fruit group
D. Bread-Cereal group
E. Fats, Sweets, and Alcohol group

10.

_____ ICE CREAM

A. Milk group
B. Meat group
C. Vegetable-Fruit group
D. Bread-Cereal group
E. Fats, Sweets, and Alcohol group

11.

_____ MACARONI

A. Milk group
B. Meat group
C. Vegetable-Fruit group
D. Bread-Cereal group
E. Fats, Sweets, and Alcohol group

12.

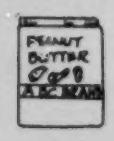
_____ NUTS

A. Milk group
B. Meat group
C. Vegetable-Fruit group
D. Bread-Cereal group
E. Fats, Sweets, and Alcohol group

13.

_____ CORN BREAD

A. Milk group
B. Meat group
C. Vegetable-Fruit group
D. Bread-Cereal group
E. Fats, Sweets, and Alcohol group

14. 

_____ PEANUT BUTTER

A. Milk group
B. Meat group
C. Vegetable-Fruit group
D. Bread-Cereal group
E. Fats, Sweets, and Alcohol group

15.

_____ MILK

A. Milk group
B. Meat group
C. Vegetable-Fruit group
D. Bread-Cereal group
E. Fats, Sweets, and Alcohol group

16.

_____ GREEN PEAS

A. Milk group
B. Meat group
C. Vegetable-Fruit group
D. Bread-Cereal group
E. Fats, Sweets, and Alcohol group

17.

_____ CEREAL

A. Milk group
B. Meat group
C. Vegetable-Fruit group
D. Bread-Cereal group
E. Fats, Sweets, and Alcohol group

18.

_____ HAM

A. Milk group
B. Meat group
C. Vegetable-Fruit group
D. Bread-Cereal group
E. Fats, Sweets, and Alcohol group

19.

_____ COTTAGE CHEESE

A. Milk group
B. Meat group
C. Vegetable-Fruit group
D. Bread-Cereal group
E. Fats, Sweets, and Alcohol group

20.

_____ REFRIED BEANS

A. Milk group
B. Meat group
C. Vegetable-Fruit group
D. Bread-Cereal group
E. Fats, Sweets, and Alcohol group

21.

_____ CANDY

A. Milk group
B. Meat group
C. Vegetable-Fruit group
D. Bread-Cereal group
E. Fats, Sweets, and Alcohol group

DO YOU KNOW YOUR FOODS?
(Answer Sheet)

1. C. Vegetable-Fruit group
2. B. Meat group
3. D. Bread-Cereal group
4. C. Vegetable-Fruit group
5. C. Vegetable-Fruit group
6. B. Meat group
7. A. Milk group
8. A. Milk group
9. E. Fats, Sweets, and Alcohol group
10. A. Milk group
11. D. Bread-Cereal group
12. B. Meat group
13. D. Bread-Cereal group
14. B. Meat group
15. A. Milk group
16. C. Vegetable-Fruit group
17. D. Bread-Cereal group
18. B. Meat group
19. A. Milk group
20. B. Meat group
21. E. Fats, Sweets, and Alcohol

MY MEALS
(Work Sheet)

Directions: Write down everything you have eaten today. Put an X in the space for the food group that it belongs in. Take this home and write down everything you eat after class today.

	Milk and Cheese	Poultry, Fish, Meat, and Beans	Vegetable and Fruit	Bread and Cereal	Fats, Sweets, and Alcohol
For Breakfast I ate:					
For Morning Snack I ate:					
Lunch I ate:					
For Snacks I ate:					
For Dinner I ate:					
For a Snack I ate:					

THE TRUTH ABOUT GRUMPY GRETA
(Skit)

Characters: Greta A 15-year-old student at Sellers High School
Edna Greta's best friend, also a 15-year-old student at Sellers High School

Narrator: Greta and Edna are best friends. They have a problem. Their friends have nicknamed them Grumpy Greta and Energetic Edna. Can you help them decide why Greta is always grouchy and Edna is always so lively?

Setting: *8:00 a.m., Tuesday morning; Greta and Edna are walking to school.*

EDNA: Sorry I'm so late, Greta. I got a late start this morning.

GRETA: You wouldn't be so late if you wouldn't eat all that gross food so early in the morning.

EDNA: I wouldn't call scrambled eggs, toast, and orange juice "gross." Those are good foods.

GRETA: But I would rather sleep ten minutes longer and go without breakfast. Besides, the more meals you eat, the fatter you get. Hey, we've got a second, let's stop at this store and get a candy bar to eat on the way to school!

EDNA: No thanks, you go ahead. I'm not hungry.

Setting: *At school, beginning second period class.*

GRETA: I am so-o-o tired. You won't believe this, but I fell asleep in Mr. Cottle's first period class.

EDNA: That's what happens when you stay up until 2:30 a.m. watching TV.

GRETA: Well, that late movie sure was good. You don't know what you missed!

EDNA: I'll find out. It's the 4:00 afternoon movie on another channel next week.

GRETA: I didn't completely waste time. I found a frozen pizza in the freezer and had dinner. Remember, I didn't have time for dinner yesterday because you talked me into going to the football game with you. I am so tired I can't keep my eyes open.

EDNA: Silly, it didn't start until 7:00; you had plenty of time to eat.

GRETA: Yeah, but Mom was having roast beef and carrots. Gag, can you imagine?

EDNA: Sounds yummy to me. In fact, we had the same thing for dinner at my house. Mom fixed a big tossed salad to go with it. I couldn't stop munching on that lettuce. I've got to get to class; it's nearly time for the bell.

Setting: *Lunch*

GRETA: Hurry, let's get in front of the line for the snack bar.

EDNA: I'm going to eat in the cafeteria today.

Setting: *A few minutes later, both girls are sitting at a table in the cafeteria.*

GRETA: Edna, I don't see how you drink that milk every day. And how you eat those green beans? Ugh! That chicken looks terrible!

EDNA: Never mind my food. Don't you get tired of eating French fries, potato chips, and cokes every day?

GRETA: I've been meaning to ask you how you keep your complexion so pretty. My face is terrible.

EDNA: Well, I try to eat a balanced diet and stay away from chocolates and wash my face twice a day.

GRETA: Chocolate? *(Getting up and walking toward the candy machine.)* I've got to have a chocolate bar before the bell rings.

INDEPENDENT LIVING

Shelter

COMPETENCY: Ability to live independently.

SUB-COMPETENCY: Ability to obtain suitable shelter.

WORDS TO KNOW:

newspaper ads
real estate agents
doormen
bulletin board
fixtures
ventilation
soundproofing
building maintenance
neighborhood
security
convenience
services
apartment
house
mobile home
rent
lease
mover
roommate
household essentials
home furnishings
auction
flea market
garage sale
rummage sale
antique shop
used furniture store
decor
accessories
burglary
flammable liquids
electrical fires
fire extinguisher
crisis center

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify resources for finding a place to live (C-K)	Ask your parents and older acquaintances how they found the place where they live. Which of the following were used—friends, newspaper ads, real estate agents, doormen, bulletin boards?
Identify things to look for in a place to live (C-K)	Ask your parents and older acquaintances to describe things they looked for in choosing a place to live. Did the list include size, light, fixtures, ventilation, soundproofing, building maintenance, neighborhood, security, convenience, services, and cost? Did they rent or lease? What other things did they look for? Listen to a panel of young people describe things they feel are important to look for in choosing a place to live.
Identify the types of places to live (C-K)	Find pictures of places a young worker might choose to live. Look at pictures your teacher shows you of various types of housing. Repeat the name of each type of housing as your teacher says it. What type of housing do you live in? [NOTE TO TEACHER: Types of housing include: apartments, houses, and mobile homes.]

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	Go on a field trip to look at different types of housing. Which type of housing is the most expensive? Which is the least expensive? Which type of housing would be easiest to care for?
Describe various types of housing (C-C)	As your teacher describes a type of housing, tell the class what type of housing is being described.
	Describe the type of housing shown in a magazine picture. Do your classmates agree with you? [NOTE TO TEACHER: Provide students with magazine pictures or photographs showing different types of housing.]
Describe advantages and disadvantages of different types of housing (C-C)	Talk to people who live in different types of housing. What do they like about the place they live? What do they dislike? Share what they said with your classmates.
Explain how to move from one place to another (C-C)	Ask people you know how they have moved from one place to another. Did they move everything themselves? Did they use a mover? How much did moving cost? How do you get gas, water, and electricity turned on?
Describe advantages and disadvantages of having a roommate (C-C)	Talk to people you know who share an apartment or house. Why did they decide to share their apartment? What did the roommates agree on before moving in? How has the arrangement worked out? Who pays for what? How are chores divided? How are schedules handled?
Identify household essentials (C-K)	Ask your mother or a young working person to help you make a list of essential items for a household. What items are needed for cooking and eating, bed and bath, cleaning, and first aid and medicine?
Note items needed in a household (C-K)	Listen as your teacher explains items needed in a household. Why would you need each item? [NOTE TO TEACHER: Items needed in a household include: flatware, dishware, glassware, kitchen utensils, pots and pans, bed linens, bath linens, and kitchen linens. Explain to students that you are not including furniture in the items needed because their first household will likely be rented with the furniture furnished.]
	As your teacher names an item needed in a household, tell your classmates what the item is and why it is needed. [NOTE TO TEACHER: Name items such as flatware, dishware, glassware, bed linens, bath linens, etc.]

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Describe items needed in a household (C-C)	Look through magazines to find pictures of items needed in a household. Share your pictures with your classmates and tell why each item would be needed. Make a bulletin board using the pictures of items needed in a household. Be sure to include all items needed for a household. Identify ways to furnish a household on a very limited budget. Identify items which could be used instead of those pictured if your money were very limited. (For example: jelly jars for glasses.) Identify inexpensive sources of household items, such as discount store sales, garage sales, flea markets, friends, and relatives.
Identify essential home furnishings (C-K)	Cut out pictures of the bare necessities for home furnishings. Did you include the following—living room: sofa or sofa bed, armchair, coffee table, end tables, rug, lamps, shelves; bedroom: bed, mattress and box springs, nightstables, chest, lamp, rug; dining area: table, chairs; other comforts: clock, mirror, radio, TV, stereo?
Identify sources of home furnishings (C-K)	Listen as several young workers describe where they got their home furnishings. Did their list include new and used furnishings? Did their sources include family, friends, auctions, flea markets, garage and rummage sales, antique shops, and used furniture stores? Can you think of other sources of home furnishings?
Cite sources of ideas for planning decor (C-K)	Find pictures of rooms you feel are attractive. What do you like about each room? Take a field trip to a furniture store. Look at the furnishings displayed in the store windows and in the store. Describe a room which you like in your home or in a friend's home. What do you think makes the room look nice?
Describe rules for arranging furniture (C-C)	Watch as your teacher arranges the furniture in a dollhouse or in a room in the home economics department in your school. Where was space left for walking? What pieces were grouped together? How much space was left between pieces of furniture?
List items which can be used as accessories (C-K)	Look at the pictures of the rooms you liked. What items besides furniture were used? Where were they placed? Make a list of decorative accessories used in homes.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Explain ways to keep your home safe (C-C)	Listen as a police officer explains ways to keep your home safe from burglary. What can you do to prevent someone from breaking into your home? What type door is safest? What type lock is safest? What should you do with extra keys? What can you do to keep someone from breaking in a window? What should you do if you arrive home to find that your home appears to have been broken into? How can you prevent burglaries when you are away from home? Listen as a fire fighter explains how to keep your home safe from fire. Where do most home fires start? Why should you practice ways to leave your home in case of fire? How can smoking cause a fire? Why are flammable liquids dangerous? What are some flammable liquids used in homes? How should they be stored? How can good housecleaning prevent fires? What can you do to prevent electrical fires? Watch as a fire fighter demonstrates how to put out fires in or around the home. How do you put out grease fires? How do you put out paper or trash fires? How do you put out electrical fires? What should you do if your clothes catch fire? Practice using fire fighting equipment. How often should a fire extinguisher be checked? Where should it be kept? What else can be used to put out fires? Listen as a person from the police department or crisis center describes how to prevent being attacked. Why should you *not* walk alone at night in the city? Why should you call the police if someone follows you or bothers you? Why should you get your keys out before you get to your door? What should you do if someone grabs you or your belongings? Why should you *not* get on an elevator with someone who looks suspicious? Why should you lock your car doors?
List emergency telephone numbers to keep handy (C-K)	With your teacher's help make a list of the emergency telephone numbers you might need in case of sickness, injury, fire, or need for protection. Did your list include police, rescue squad, hospital, insurance, apartment manager, fire department, doctor, ambulance, utilities, and a neighbor?

WORDS TO KNOW
About Shelter
(Teacher Information Sheet)

newspaper ads - a message in the newspaper which announces places where you can live.

real estate agents - people you pay to help you find a place to live.

doormen - persons working at the doors of large apartment buildings who can tell you something about the apartments inside.

bulletin board - a place in a public building where messages announcing places to live may be found.

fixtures - features in a place to live, such as windows, curtains, appliances, furniture, etc.

ventilation - the way a place is heated or cooled. This might be windows, coolers, air conditioners, furnaces, etc.

soundproofing - something added to walls or ceilings to prevent so much noise from traveling. Good soundproofing means you won't hear your neighbors.

building maintenance - how a building is kept neat and clean. Maintenance also includes keeping everything in the building working.

neighborhood - the part of a city or town in which you live.

security - whether you feel safe or not.

convenience - how easy or near something is; whether a place fits your needs.

services - special favors you have where you live. This might include a place to put your garbage, a garage for your car, or your own mailbox.

apartment - a place to live where several people live next to each other, perhaps within the same building. A group of apartments is called an apartment complex.

house - a place to live where usually one family or person lives alone.

mobile home - a place to live which is a trailer which can be moved from one place to another.

rent - to pay to live in a certain place for a certain amount of time.

lease - to pay to live in a certain place for a certain amount of time. A lease is usually for a longer period of time than a rental agreement.

mover - someone you pay to help you move.

roommate - a person who lives with you who shares the costs of living there.

household essentials - things you need in the place where you live.

home furnishings - furniture for the place where you live.

auction - a place where items are sold to the person offering the highest price.

flea market - a place where many things are sold, usually at cheaper prices. Many flea markets are held outdoors.

garage sale - a sale of things at cheaper prices, often held in a person's garage or home.

rummage sale - a sale of used items at cheaper prices.

antique shop - a store where very old furniture and household items are sold. Some can be very expensive.

used furniture store - a store which sells furniture which has been used. It usually has cheaper prices than a regular furniture store.

decor - the type of furniture and household items, and the way they are arranged where you live.

accessories - extra things for your home, like decorations.

burglary - when a criminal breaks into the place where you live to steal something.

flammable liquids - liquids which catch fire easily, like gasoline or cleaning fluids.

electrical fires - fires caused by electricity in your home.

fire extinguisher - a thing used to put out fires.

crisis center - a place you can call or go to for help in an emergency.

INDEPENDENT LIVING

Home Care

COMPETENCY: Ability to live independently.

SUB-COMPETENCY: Ability to care for home.

WORDS TO KNOW: cleaning tasks cleaning aids

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify home care tasks (C-K)	Brainstorm to name as many home care tasks as you can. Which rooms require these tasks? What outdoor tasks are required? Divide the list of tasks among the members of your class. Each class member should ask five persons how often they do the tasks assigned. Report the results to the class.
Explain how often each home care task should be done (C-C)	Listen as your teacher describes daily and weekly household cleaning tasks. What would happen if a household was never cleaned? Would you rather live in a very messy house or a neat, clean house? When you live in your own house or apartment, who will keep it clean? With your teacher's help, make a list of all the jobs you will need to do when you have a place of your own. What jobs will have to be done more often than others? [NOTE TO TEACHER: Point out to students that some jobs will need to be done daily (making the bed, preparing meals, cleaning up after meals, etc.); weekly (laundry, mopping floors, vacuuming carpets, shopping for groceries, etc.); monthly (waxing furniture, cleaning and defrosting refrigerator, cleaning oven, etc.); and occasionally, sometimes twice a year (cleaning drapes, woodwork, closets, etc.) It is also important for students to know that individuals need to plan to do their work in a way that will fit their own schedules.] Make a chart with pictures showing the home care tasks which should be done daily, weekly, and occasionally. In your own words, describe ways in which you help clean the household where you are living. How much time do you spend cleaning? What cleaning tasks do you do?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	As your teacher names a household cleaning task, tell the class whether the task should be done daily or weekly. Do your classmates agree with you?
Identify cleaning aids needed for home care tasks (C-K)	Cut out pictures of cleaning aids needed for home care tasks. Tell your classmates what is in the pictures you cut out.
	Observe a display of cleaning aids needed for home care tasks. Identify each item by name and use.
	Play "Name That Cleaning Aid" to practice identifying cleaning aids needed for home care. Divide into teams. As your teacher describes a cleaning aid, try to guess what it is. If you think you know say, "Clean it." If you were first, your teacher will let you say what the cleaning aid is. Then you say, "Clean it with _____"
Identify safety precautions for using home cleaning aids (C-K)	Listen as your teacher describes safety precautions for using various cleaning aids. Why is it important to read labels? Why should you never mix cleaning products? What precautions should be taken when using vacuum cleaners? What safety precautions should you take when mopping?
Cite steps for cleaning the kitchen (C-K)	Listen as your teacher explains how to clean the kitchen. Why is it important to keep the kitchen clean? What will need to be cleaned daily in the kitchen? What will need to be cleaned weekly in the kitchen? What will need to be cleaned monthly in the kitchen? Name some cleaning tasks that you should do occasionally in the kitchen. When should you clean the oven?
Show items in the kitchen that must be cleaned (C-Ap)	Take turns naming items in the kitchen that must be cleaned. How often should each item be cleaned? What could happen if the kitchen was not kept clean?
Observe steps for washing dishes by hand (P-P)	Watch as your teacher shows you how to wash dishes by hand. Why is it important to wash the dishes each day after they have been used? Why is it important to follow each step for washing dishes by hand? What kind of detergent is used? Why must the water be hot?
Practice steps for washing dishes by hand (P-GR)	Follow the steps for washing dishes by hand as your teacher shows you each step. Be sure to put the dishes away after they have dried.
	Practice washing dishes by hand. Ask your teacher to check your work.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Cite the use of a dishwasher (C-K)	Listen as your teacher describes washing dishes using a dishwasher. When would a dishwasher be used?
Identify steps for operating a dishwasher (C-K)	Look at a transparency of a dishwasher and listen as your teacher describes how to operate it. (See p. 140.) How are the steps similar to those used in washing dishes by hand? Why is it important to rinse the dishes before putting them in the dishwasher? What kind of detergent is used? [NOTE TO TEACHER: Demonstrate the use of the dishwasher on the actual piece of equipment if it is present in your lab. Emphasize to students that there are various brands of dishwashers that may have different operating instructions.]
Describe the steps for using a dishwasher (C-C)	In your own words, describe how to use a dishwasher. Why is it important to follow the operating instructions for the dishwasher?
Observe steps for cleaning the kitchen (P-P)	Watch as your teacher shows you how to clean the kitchen. What products and aids are used? What areas of the kitchen must be cleaned more often than others?
Practice steps for cleaning the kitchen (P-GR)	Follow the steps for cleaning the kitchen as your teacher shows you each step. Work in teams of two to show the class how to clean the kitchen. Ask your classmates for suggestions for improvement.
Identify steps for cleaning the bathroom (C-K)	Listen as your teacher describes how to clean a bathroom. How often should a bathroom be cleaned? How is cleaning the bathroom similar to cleaning some areas of the kitchen?
Cite products used to clean the bathroom (C-K)	Look at a display of cleaning products that could be used to clean a bathroom as your teacher explains how to use them. Which cleaning products could also be used to clean the kitchen? Which are most expensive? least expensive?
Identify steps for cleaning the bedroom (C-K)	Look at pictures of bedrooms as your teacher describes how to clean a bedroom. How often should a bedroom be cleaned? When should a bed be made?
Observe steps for making a bed (P-P)	Watch as your teacher shows you how to make a bed. Why is it important to pull the sheets up so that they will be smooth? How often should a bed be made? How often should the sheets be washed? How often should the mattress be turned?

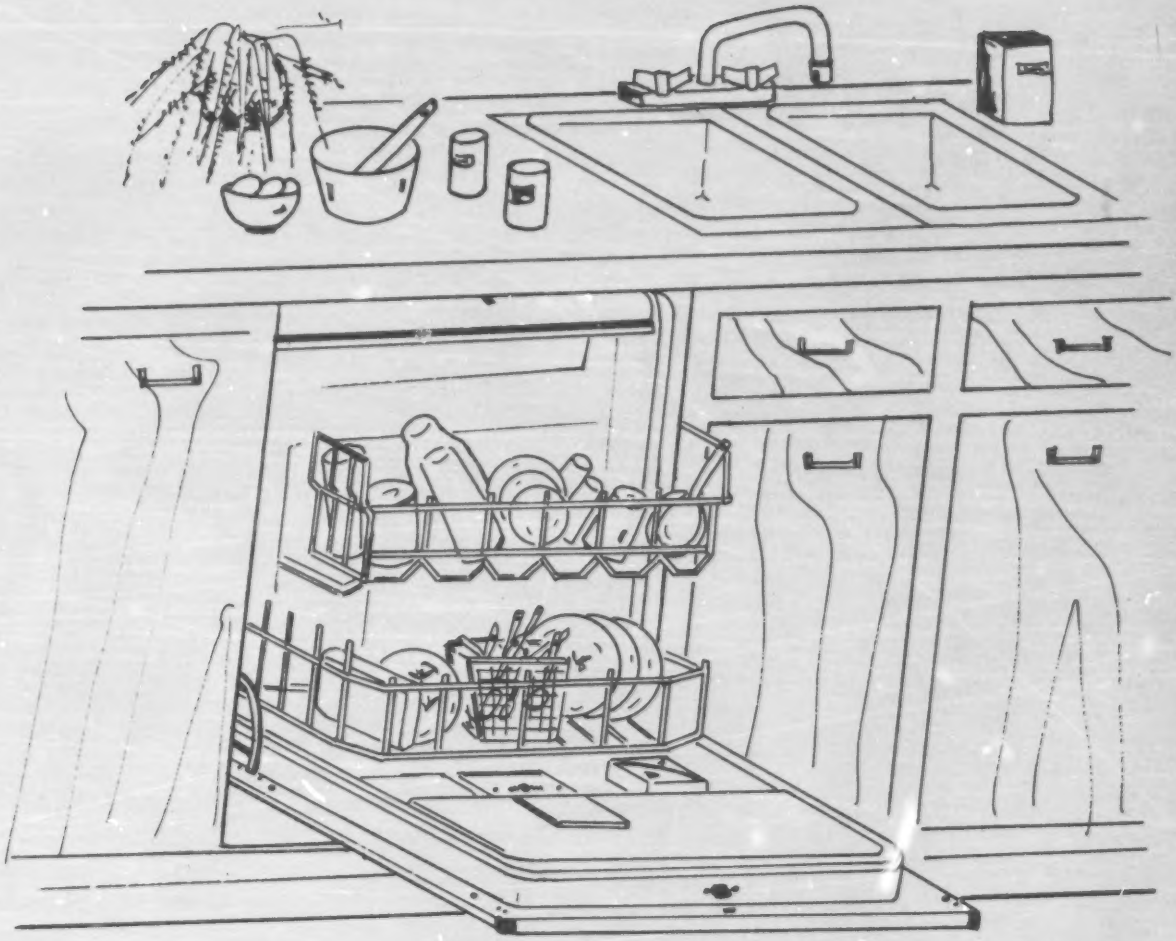
OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Practice steps for making a bed (P-GR)	Follow the steps for making a bed as your teacher tells you each step. Practice making a bed as your classmates watch. Have your teacher check your work.
Note steps for cleaning a living room (C-K)	Listen as your teacher describes how to clean a living room. How is cleaning the living room similar to cleaning other rooms or areas of the house or apartment? How often should the furniture be dusted? When should the floors be cleaned?
Describe steps for cleaning the living room (C-C)	As your teacher names an area of a living room, describe how that area could be cleaned.
Assist with the cleaning of your own home (A-Res)	Use the steps for cleaning as you help to clean your own home. Try to improve your cleaning skills with practice.

WORDS TO KNOW
About Home Care
(Teacher Information Sheet)

cleaning tasks - any jobs which need to be done to keep your home clean.

cleaning aids - any products or tools you use when cleaning your home.

DISHWASHER
(Transparency)



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INDEPENDENT LIVING

Transportation

COMPETENCY: Ability to live independently.

SUB-COMPETENCY: Ability to use various types of transportation.

WORDS TO KNOW:

- transportation
- bus route
- car pool
- city bus
- city bus schedule
- taxicab
- traffic laws

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify various types of transportation (C-K)	Listen as your teacher describes various types of transportation. What is meant by transportation? What types of transportation are available in your city? What types of transportation do you use? Why is it important to select the right kind of transportation for school or work? Look through magazines to find pictures of various types of transportation. Share your pictures with your classmates. As your teacher points to a picture of a type of transportation, tell the class the name of the transportation.
Cite walking as a type of transportation (C-K)	Listen as your teacher describes walking as a type of transportation. When would walking be the best way of getting to work or school? When would walking be dangerous? How can walking save money?
Describe walking as a type of transportation (C-C)	In your own words, describe the advantages and disadvantages of walking as a type of transportation.
Note riding a bicycle as a type of transportation (C-K)	Listen as your teacher describes bicycle riding as a type of transportation. Is a bicycle often called a bike? How could you use a bike for transportation? When would it be best *not* to use a bike for transportation? What costs would be involved in using a bike for transportation?
Identify traffic laws for riding a bike (C-K)	Look at a handout showing traffic rules for bicycle riders as your teacher explains each rule. (See p. 145.) Why is it important to follow traffic laws while riding a bike? When riding a bicycle, should you ride with the traffic or facing the traffic? Why?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Explain various traffic laws (C-C)	Watch as your teacher shows you the hand signals for bicycle riders. Make each signal as your teacher shows you. Why is it important to give hand signals while riding a bike? When can a traffic ticket be given for disobeying traffic laws? Take turns showing the class how to make hand signals for turning and stopping while riding a bike. Reach into a box and draw out a picture of a traffic rule. Explain the traffic rule that the picture illustrates. [NOTE TO TEACHER: For pictures of the traffic rules, cut apart a copy of the handout on p. 145. Be sure to cut off the captions when preparing the pictures for this learning experience. Sketches or magazine pictures also could be used.]
Cite the city bus as a types of transportation (C-K)	Listen as your teacher describes the bus as a type of transportation. When would a city bus be a good type of transportation to use? Is there a city bus where you live? How much does it cost to ride the city bus?
Note the use of a city bus schedule (P-P)	Look at a schedule of city bus routes as your teacher helps you find the bus route that you would ride from your home to school. [NOTE TO TEACHER: Have students locate bus routes from their homes to jobs, churches, shopping malls, and the places where they may be interested in traveling by bus.] Also check the bus schedule for the bus route to return home from school. Where could you get a city bus schedule? How does the city bus schedule help you find the right bus to ride? Why is it important to know the number of the bus you want to ride?
Explain how to catch a ride on a city bus (C-C)	Listen as your teacher explains how to catch a ride on a city bus. Why is it important to stand on the corner nearest the bus? Where do you place the money for riding the bus? What would happen if you did not have the correct change for riding the bus? [NOTE TO TEACHER: Explain to students that they may ask the bus driver about the route for the bus when needed. Students also should know what to do if they get on the wrong bus or become lost.]
Observe how to signal for a city bus (P-P)	Watch as your teacher shows you how to signal for a city bus. Why do you need to signal a city bus? Why should you find a seat and sit down as soon as you get on the bus? If there are no empty seats on the bus, what do you do? How can you stand safely on a bus?
Identify the use of a taxicab for transportation (C-K)	Listen as your teacher describes using a taxicab as a type of transportation. How much does it cost to ride in a taxi? When would a taxicab be a good type of transportation to use? How does a taxicab differ from a car?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Observe how to signal for a taxicab (P-P)	Watch as your teacher shows you how to catch a taxicab. Why is it important to tell the taxicab driver where you want to go? How could you use the telephone to get a taxicab? When do you pay the taxicab driver? What is a tip? How much tip is usually given to a taxicab driver?
Describe the use of a taxicab for transportation (C-C)	In your own words, explain how to use a taxicab as a type of transportation.
Identify the private car as a type of transportation (C-K)	Look at pictures of drivers in cars on city streets. Where might these people be going? What must a person have in order to drive a car? What is driver education? How long does it take? How much does it cost? What must a person do when completing a driver education course? Why is a driver's license necessary?
Describe expenses associated with private car ownership (C-C)	Brainstorm to identify expenses car owners have. Did your list include car payments, insurance, repairs, gas, and oil? Would driving a car to work cost more or less than other types of transportation?
Identify a car pool as a type of transportation (C-K)	Listen as your teacher describes a car pool as a type of transportation. What is a car pool? How can a car pool save money? How could you use a car pool to get to work or school? What costs would be involved in a car pool? When would a car pool be a good type of transportation to use?
Explain a car pool as a type of transportation (C-C)	In your own words, describe using a car pool as a type of transportation. Give an example of some people that you know who use a car pool. Why is it good for them to use a car pool?
Choose to follow the correct procedures when using various types of transportation (A-V)	Decide which type of transportation you would take in each of the examples given in "How Will You Get There?" (See p. 146.) Share your answers with your classmates. What other choices might have been made for each example? What are the advantages and disadvantages of each choice?
	Follow traffic rules when riding a bicycle.
	Choose to use a car pool to your school or job.
	Display the ability to use a city bus schedule when using the city bus for transportation.
	Exhibit the correct procedures when signaling a city bus or taxicab.

WORDS TO KNOW
About Transportation
(Teacher Information Sheet)

transportation - the way a person travels from one place to another.

bus route - streets particular buses take through town.

car pool - two or more people who ride together in one car to get from one place to another.

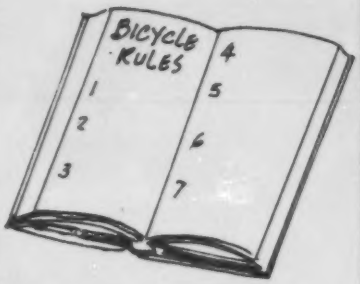
city bus - a large motor vehicle used to take many people from one place to another.

city bus schedule - a written list or map showing the direction that city buses travel in a city.

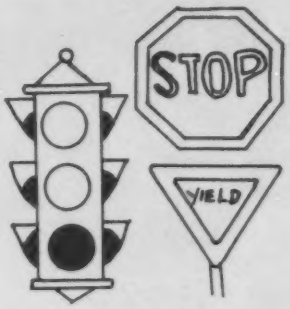
taxicab - a car in which people pay the driver to take them from one place to another.

traffic laws - rules for people to follow as they travel from one place to another.

RULES FOR BICYCLE RIDERS
(Handout)



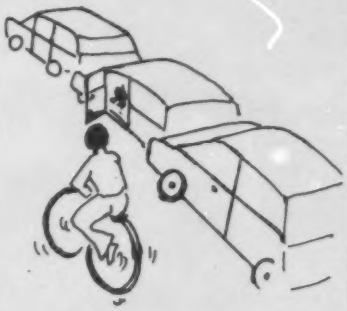
Learn traffic rules.



Follow traffic signs.

Signal for turns or stops.

Look in all directions.

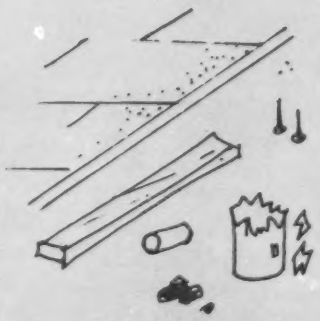


Watch for open car doors.

Ride on the right side of the road.

Don't let others ride with you.

Don't show off.



Watch for broken things on the road.

HOW WILL YOU GET THERE?

Directions: Answer the following questions using only the types of transportation discussed in the lesson. Explain your answer for each question.

1. Your friend, who lives three blocks from your home, has asked you over to watch television. How will you get there?

2. You live in a large city and work in an ice cream shop. The ice cream shop is located on the other side of town from where you live. How will you get there?

3. You decide to go to a movie late one afternoon. When you come out of the movie theater, it is dark outside. Your home is on the other side of town. How will you get home?

4. Your friend wants to meet you at a shopping mall one afternoon. The shopping mall is located close to your home. How will you get there?

5. You have a job in a grocery store and must go to work every morning at 9:00 a.m. The grocery store is too far away for you to walk there. How will you get there?

6. You want to visit a friend who is in the hospital not far from your home. You plan to stop at a store close to the hospital so that you may pick up a gift for your friend. How will you get there?

7. You work at a pet store across town from your home. You overslept one morning and missed the bus that you usually ride. You only have twenty minutes to get to work. How will you get there?

CAREER AWARENESS

Value of Working

COMPETENCY: Ability to identify career opportunities.

SUB-COMPETENCY: Ability to recognize the value of working.

WORDS TO KNOW: work, job, money, self-pride

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
State reasons people work (C-K)	Listen as your teacher describes reasons people work. Think of people you know who work. Why do they work? Do people have different reasons for working? What are the reasons you would want to work? [NOTE TO TEACHER: Reasons people work include: to earn money, to meet people, to gain self-pride.]
Describe reasons people work (C-C)	Look at a transparency showing reasons why people work. (See p. 150.) As your teacher points to a picture, describe what the picture shows.
Identify reasons people work to earn money (C-K)	Listen as your teacher explains why people work to earn money. Why do we need money to live? What could happen if we didn't have money?
Observe items that people buy with earned money (P-P)	Look at pictures of items that we spend money on. Which items do we spend money on just to live? Which items do we buy just for pleasure? [NOTE TO TEACHER: Use pictures from magazines or catalogs. Pictures should include essential items such as housing, clothing, food, medical expenses. Pictures of items we buy for pleasure could include records, jewelry, stereos, bicycles, etc.]
Explain why people need money (C-C)	Think of items that you would like to buy. Look through catalogs to find out how much each item would cost. Ask your teacher to help you determine how long you would need to work in order to buy each item. [NOTE TO TEACHER: Help students determine how long they would need to work at minimum wage in order to buy each item named.]
Explain why people work (C-C)	In your own words, describe why people work to earn money. Explain why you need money.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Cite meeting people as a reason for working (C-K)	Listen as your teacher explains why people work so they can be around others. What do you do to be around others? Why do you enjoy being with friends? How could a job help you to be around others? How can a job help you to meet new friends?
Explain how a job can help you meet people (C-C)	In your own words, describe jobs that would allow you to be around others. What kinds of jobs would not allow you to be around others?
Cite ways in which a job can help you feel good about yourself (C-K)	Listen as your teacher describes ways in which a job can help you feel good about yourself. Why is it important to feel good about yourself? How can feeling good about yourself help you in a job?
Describe ways in which work has helped you feel good about yourself (C-C)	Tell the class about work that you have done which has made you feel good about yourself. How could having a job help you to feel good about yourself?
Determine why people work (C-An)	Listen as your teacher reads case studies about people who work. (See p. 151.) Describe reasons each person works. Do people have different reasons for working?
Display an understanding of why you want to work (A-V)	Express whether you want to work to earn money, to meet people, or to gain self-pride. Tell your teacher what you like about what you are learning in your CVAE or VEH class.
	Choose to tell your classmates why you want to work. Are their reasons for working different from yours?

WORDS TO KNOW
About Value of Working
(Teacher Information Sheet)

work - something that needs to be done.

job - something that is done by work.

money - metal coins or paper used in buying and selling.

self-pride - feeling good about what you can do.

WHY PEOPLE WORK
(Transparency)

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WHY PEOPLE WORK
(Case Studies)

1. Susan is a worker in an ice cream shop. She likes the people she works with and enjoys meeting all the new customers who come into the store. Why does Susan like to work?

2. Larry is a waiter in a large restaurant. He is saving some of the money he earns each month to buy a new stereo. Why does Larry like to work?

3. Valerie has worked in a grocery store for two years. She is very fast at putting customers' groceries in sacks. Valerie's supervisor is very pleased to have such a good worker as Valerie. Why does Valerie like to work?

CAREER AWARENESS

Types of Jobs

COMPETENCY: Ability to identify career opportunities.

SUB-COMPETENCY: Ability to identify job opportunities.

WORDS TO KNOW:
- part-time job
- full-time job
- summer job
- food service workers
- clothing service workers
- housekeeping management service workers

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify types of jobs (C-K)	Listen as your teacher describes types of jobs. What type of job could you have while going to school? What type of job could you have after you graduate from school? When can a student work full-time? [NOTE TO TEACHER: Types of jobs include part-time, full-time, and summer jobs.] How can summer jobs be full-time or part-time? As your teacher describes a type of job, tell the class the name of that job. What are the advantages and disadvantages of each type of job?
Give examples of the different types of jobs (C-C)	Play the game "Name That Job" to learn the different types of jobs. (See p. 155.)
Identify various food service jobs (C-K)	Listen as your teacher describes various kinds of jobs in food service. [NOTE TO TEACHER: Jobs in food service could include: waiter, waitress, fry or short-order cook, busboy, busgirl, or dishwasher.] Can you work part-time in a food service job while you are going to school? Look at a transparency of food service workers as your teacher describes each one's duties. (See p. 156.) Name some other jobs in food service that you know students are working at.
Describe various food service workers (C-C)	As your teacher points to a picture of a food service worker describe the duties of that worker. [NOTE TO TEACHER: Use the transparency on p. 156.]
Cite various clothing service jobs (C-K)	Listen as your teacher describes various kinds of jobs in clothing service. [NOTE TO TEACHER: Jobs in clothing service include: assembly-line workers, sewing machine operators, alteration apprentices, and commercial laundry workers.] Can you work part-time in a clothing service job while you are going to school?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	Look at a transparency of workers in clothing service as your teacher describes the duties of each. (See p. 157.) Do you know students who have other jobs in clothing service?
Explain various jobs in clothing service (C-C)	As your teacher describes the duties of clothing service workers, find the picture of each worker. [NOTE TO TEACHER: Use the pictures for the transparency on p. 157.]
Identify various jobs in housekeeping management service (C-K)	Listen as your teacher describes various jobs in housekeeping management service. [NOTE TO TEACHER: Jobs in housekeeping management service include: cleaner, custodian, janitor, orderly, housekeeper, and porter.] Can you work part-time at a job in housekeeping management service while you are going to school?
	Look at a transparency of workers in housekeeping management service as your teacher describes the duties of each worker. (See p. 158.) Do you know students who have other jobs in housekeeping management service?
Describe various jobs in housekeeping management service (C-C)	In your own words, describe the duties of workers in housekeeping management service as your teacher shows a transparency. (See p. 158.)
Describe specific kinds of workers (C-C)	Divide into small groups. Draw from a box a card with a picture of a worker. [NOTE TO TEACHER: If possible, work together to pantomime while other groups try to guess the kind of worker portrayed.]
	Use pictures of workers to make a bulletin board display. [NOTE TO TEACHER: Use snapshots of students or other people actually employed in the jobs. Other alternatives would be to use small magazine pictures or sketches on index cards, or use copies of the pictures on pp. 156-158.] Students may find pictures in magazines, equipment catalogs, and old manuals, or they could draw or paint the pictures.
Display knowledge of various job opportunities (A-V)	Name types of jobs available for food service workers, clothing service workers, and housekeeping management service workers.
	Indicate an interest in one of the job areas discussed in class.
	Express an interest in learning more about the types of jobs available.

WORDS TO KNOW
About Types of Jobs
(Teacher Information Sheet)

part-time job - jobs that are most often done less than 30 hours per week.

full-time job - jobs that are usually done for 40 hours a week or more.

summer job - jobs that are done only during the summer.

food service workers - persons working as waiters or waitresses, fry or short-order cooks, busboys or busgirls, dishwashers, or other types of workers in food service.

clothing service workers - persons working as sewing machine operators, commercial laundry workers, assembly-line workers, or other types of workers in clothing service.

housekeeping management service workers - persons working as cleaners, custodians, janitors, orderlies, housekeepers, porters, or other types of workers in housekeeping management service.

NAME THAT JOB
(Game)

Directions: Divide into teams. As your teacher reads a situation, name the type of job being described. Each team will receive one point for each correct answer. The team with the most correct answers wins.

1. Tom works in a jeans factory every day after school. Sometimes he works on Saturdays. What type of job does Tom have?

2. Sally is a worker in a toy store. She works eight hours each day except on Tuesdays and Sundays. What type of job does Sally have?

3. Betty is a busgirl in a restaurant near her home. She works half a day each day except for weekends. On the weekends she does not work at all. What type of job does Betty have?

4. Mike works as a porter in a large hotel. He only works during the summer months. What type of job does Mike have?

5. Steven is an orderly in a hospital near his school. He works two days a week after school and half a day on weekends. What type of job does Steven have?

6. Susan is a worker in an ice cream shop. She works all day each day except on weekends. What type of job does Susan have?

7. Vicky works in a laundromat each day during the summer months. What type of job does Vicky have?

FOOD SERVICE WORKERS
(Transparency)

DISHWASHER

COOK

WAITER/WAITRESS

DINING ROOM ATTENDANTS
BUSGIRL/BUSBOY

CLOTHING SERVICE WORKERS
(Transparency)

SEWING MACHINE OPERATOR

COMMERCIAL LAUNDRY WORKER

ASSEMBLY LINE WORKER

ALTERATION APPRENTICE

HOUSEKEEPING MANAGEMENT SERVICE WORKERS
(Transparency)

HOUSEKEEPER/CLEANER

CUSTODIAN/JANITOR

PORTER

ORDERLY

CAREER AWARENESS

Career Planning

COMPETENCY: Ability to identify career opportunities.

SUB-COMPETENCY: Ability to plan own career.

WORDS TO KNOW:
career
career planning
self-inventory
job counselor
employment office

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Cite the importance of career planning (C-K)	Listen as your teacher explains the importance of career planning. In your own words, tell what is meant by career planning. Who is responsible for your career choice? How can you choose a career? How can you prepare for a job?
Identify own abilities in various school subjects (C-K)	With your teacher's help complete the "Self Inventory, Part 1," to determine your abilities in various school subjects. (See p. 163.) Which school subjects do you like best? In which school subjects do you make the best grades? Which school subjects do you like the least?
Note the importance of self-understanding in career planning (C-K)	Listen as your teacher explains how the "Self Inventory, Part 1," can help you determine the type of work you would be best at. Why is it important to have a job that you could do well? How can doing good in school subjects help you in a job?
Explain how self-understanding aids in career planning (C-C)	Share your "Self Inventory, Part 1," with your classmates and describe how to use it in choosing a job. Explain how the "Self Inventory, Part 1," can help you to know the type of work you will be good at doing.
Identify activities that you like most (C-K)	With your teacher's help, complete "Self Inventory, Part 2," to determine what activities you like best. (See p. 164.) Why do you like some activities better than others?
Identify activity interests (C-K)	Listen as your teacher explains how the "Self Inventory, Part 2," can help you determine what kind of job you would like best. Why is it important to have a job that you like? What could happen if you didn't like your job?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Describe how activity interests can aid in career planning (C-C)	Show your "Self Inventory, Part 2," to your classmates and describe how to use it in choosing a job. What do your activities tell you about yourself?
Identify own job interests (C-K)	Listen as your teacher talks about possible jobs. Name as many job opportunities as you can. [NOTE TO TEACHER: Print the jobs on the chalkboard as students name them. Keep the list realistic by explaining the training, education, expense, and other qualifications of some jobs the students may name. It will be necessary also to keep in mind the availability of certain jobs in the local community.]
	With your teacher's help complete "Self Inventory, Part 3," to determine some jobs that you might like. (See p. 165.) What type of work do you think you would like?
Note the value of identifying job interests (P-P)	Listen as your teacher explains how to use the "Self Inventory, Part 3," to help you choose a job. How can your interests in certain jobs help you decide on a job?
Describe own job interests (C-C)	Describe the kinds of jobs that you think you might like. Why are you interested in these jobs? Do you know someone working at these jobs? Why would you like these jobs? What are the responsibilities of each job?
Discover kinds of jobs that would be best for you (C-Ap)	Look at your completed "Self Inventory, Parts 2 and 3," and listen as your teacher describes the kinds of jobs that you might be suited for. Why would these jobs be best for you? What are some other kinds of jobs that you could do?
	Compare "Self Inventory, Parts 1 and 2," with the "Self Inventory, Part 3." What are the differences in the kinds of jobs that you would be best suited for and the kinds of jobs that you might choose?
Describe the kinds of jobs that would be best for you (C-C)	Take turns describing to your classmates the kinds of jobs that might be best for you and explain why.
Identify ways to get training for a job (C-K)	Listen as your teacher explains how to get training and experience for a job. Why is training and experience important for a job? How can your school help train you for a job?
Describe personal work experiences (C-C)	In your own words describe work experiences that you have had at home, school, or in the community. In what kinds of jobs would this experience be helpful?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
List ways to get job training (C-K)	With your teacher's help, list ways in which you could get training and experience in jobs that are suitable for you.
Seek information about jobs that interest you (A-Res)	Get information about jobs that you are interested in by using resources such as job counseling services, employment offices, or your parents, friends, or relatives who know something about these jobs.

WORDS TO KNOW
About Career Planning
(Teacher Information Sheet)

career - the job or jobs held during the years a person works.

career planning - to prepare for a certain job or career.

self-inventory - to find out things about yourself.

job counselor - someone who helps you make choices about jobs.

employment office - a place which offers information about jobs.

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SELF INVENTORY, PART 1
(Handout)

Directions: List the school subjects you like most. List the subjects in the order of how much you like each one. List the subjects you like the most first. Then list the subjects you like a little. Next, list the subjects you like the least.

SELF INVENTORY, PART 2
(Handout)

Directions: **On the left side of the chart, list your activities at home, in school, in your community, and in your church. Place an X beside each activity to show how much you like doing the activity.**

ACTIVITIES	Like a Lot	Like Some	Don't Like

SELF INVENTORY, PART 3
(Handout)

Directions: List jobs that you think you might like. List the jobs you are most interested in first.

GETTING A JOB

Looking For A Job

COMPETENCY: Ability to job hunt effectively.

SUB-COMPETENCY: Ability to find a job.

WORDS TO KNOW: job opening, employment agency, help wanted advertisement, school placement service

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify ways to find jobs (C-K)	Listen as your teacher explains how to look for a job. [NOTE TO TEACHER: Job leads may be found through family, friends, employment agencies including nonprofit agencies and the state employment service, help wanted ads in newspapers, yellow pages of telephone books, school placement centers, and teachers.] How can you find out about job openings? Why should you consider looking for more than one kind of job? Why is it important to know where jobs are before you go looking?
Cite how family and friends can help you in finding a job (C-K)	Listen as your teacher describes how your family and friends can help you in finding a job. [NOTE TO TEACHER: Point out to students that when family and friends know you are looking for a job, they will think of you and tell you about job openings.] Why would you tell others that you are looking for a job? How could your friends or family help you find a job?
Describe how family and friends can help you in finding jobs (C-C)	After your teacher reads a case study, describe how Stan's friends helped him find a job. (See p. 170.) When people tell you about a possible job opening, why should you write down the name and address of the business or the name of the person you see?
Identify the use of an employment agency for finding jobs (C-K)	Listen as your teacher explains how to use an employment agency to find a job. [NOTE TO TEACHER: Besides private employment agencies, which charge a fee, there are nonprofit agencies, such as the YMCA, YWCA and the state employment service. Also, many trade unions offer job placement service to union members and their employers.] What does an employment agency do? What are the different types of employment agencies in your area? Which type of agency will charge a fee for helping you to get a job? Why is it important to find out if the employer

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	will pay the fee? How can you find where employment agencies are located? What kinds of questions will you be asked at an employment agency? Are private employment agencies listed in the newspapers?
Show how to use an employment agency to find a job (C-Ap)	Role play a situation in which you are going to an employment agency. Your teacher will be the worker in the employment agency. Why is it important to let the employment agency know what you can do best and what you like to do?
Explain how to use an employment agency to find a job (C-C)	Describe to the class how an employment agency can help you find a job. What do you need to tell the employment agency about yourself?
Note the use of help wanted ads in finding a job (P-P)	Look at newspaper help wanted ads as your teacher shows you how to use the newspaper to find a job. What type of jobs are found in the want ads? Where are help wanted ads found?
Describe how to use help wanted ads (C-Ap)	Look at a transparency showing a help wanted ad. (See p. 171.) With your teacher's help, explain what the ad says. What type of job is available? When can you apply for the job? What is the address? What hours would you be working? Have you had any experience that would help you on this job? How could you find out more about the job?
Show how to use help wanted ads (C-Ap)	Look through a newspaper and find the help wanted ads. Locate at least two ads that interest you and share them with the class. Why do these jobs interest you?
Identify the use of a school placement office in finding a job (C-K)	Listen as your teacher explains how to use a school placement office to find a job. Why would the use of a school placement service be a good way of finding jobs for students? [NOTE TO TEACHER: Smaller schools may have a counselor or teacher who works with the community locating jobs for students instead of having a placement office.]
	Visit your school's placement office or counselor to find out ways in which they could help you find a job. Be sure to ask any questions that you might have.
Describe how to use a school placement service to find a job (C-C)	In your own words, describe how a school placement office or counselor could help you find a job. Why should you check the want ads daily on the bulletin board in the school placement office or the counselor's office?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Describe various ways to find jobs (C-C)	Work in teams to find magazine pictures to show all the ways you can find jobs. Place these pictures on the bulletin board titled "Looking For A Job." Explain the pictures to other teams.
Prepare a personal plan for finding a job (C-Ap)	With your teacher's help, make your own personal plan for finding a job that interests you. [NOTE TO TEACHER: A personal plan for finding a job could include: (1) know your skills, interests, and abilities; (2) write down the names of people or businesses that are job leads; (3) write down the name of the person who told you about the job; (4) contact all possible job leads; (5) keep looking, even though you may get discouraged. Never give up.] Share your plan with your classmates.

WORDS TO KNOW
About Looking For A Job
(Teacher Information Sheet)

job opening - a job that needs to be filled by a worker.

employment agency - a place that helps find workers for employers.

help wanted advertisement - a small message placed in the paper by employers who have jobs to fill.

school placement service - an office in a school that helps students find jobs.

CASE STUDY

Stan had worked as a stock clerk at the electronics company for several months. One day Stan was laid off his job. Stan decided that this would be a good time to try some other kind of work, but he didn't know how to find out about job openings. For the next few days Stan talked about his job hunt to almost everyone he saw. One friend told Stan that "Sue's Ice Cream Shop" had advertised for a worker. Another friend told Stan to try the dime store because they always needed clerks. Now it was up to Stan to follow through on the ideas to get a job that he could like. The next day Stan decided to visit both the ice cream shop and the dime store. That afternoon the manager of the dime store offered Stan a job.

HELP WANTED AD
(Transparency)

WAITRESSES Needed, 11 a.m. to 2 a.m. 4322-47th. Cecil's Chicken. Apply in person after 8 a.m.

GETTING A JOB

Applying For A Job

COMPETENCY: Ability to job hunt effectively.

SUB-COMPETENCY: Ability to apply for a job.

WORDS TO KNOW: employer
application form
information sheet
Social Security card
Social Security number

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify ways to contact employers (C-K)	Look at a transparency showing ways to contact employers when applying for a job as your teacher explains each. (See p. 178.) When contacting an employer, why is it important to make yourself sound like the right person for the job? Why do you need to contact the employer before going for an interview? How do you get the employer's business address or telephone number? [NOTE TO TEACHER: Three ways to contact employers for interviews are: call on the telephone, write a letter, or go in person.]
Describe ways to contact employers (C-C)	As your teacher points to a picture on the transparency, describe how the employer is being contacted. (See p. 178.) Why is it important to be brief when you are contacting an employer about an interview or a possible job opening?
Note how to contact employers on the telephone (C-K)	Listen as your teacher explains how to contact employers on the telephone. When is calling the best way to contact an employer? Why is it important to speak clearly over the phone? [NOTE TO TEACHER: Steps for contacting employers on the phone include: give your name, say you are interested in a job or tell the name of the job you want, and ask for an interview or when you may apply.]
Explain how to contact employers on the telephone (C-C)	In your own words, describe the steps for contacting employers on the phone. Why is it important to know what you are going to say before you call? Why is it important to speak plainly? Why should you use a normal conversation tone? Why should you speak not too slowly nor too fast? Why should you give information clearly and accurately? Why should you end the call pleasantly?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Demonstrate how to contact an employer on the telephone (P-GR)	Divide into pairs to demonstrate contacting an employer on the phone. Ask your teacher for suggestions to help you improve. [NOTE TO TEACHER: Contact the telephone company in your town and get a teletrainer set for the students to use for practice.]
Identify how to contact an employer by writing a letter (C-K)	Listen as your teacher explains writing a letter to contact an employer when applying for a job. When would it be better to write a letter instead of calling to contact an employer? If you do not have a phone number for the employer, would you contact the employer by phone? Why?
	Look at a transparency showing a letter asking for an application form and listen as your teacher explains the letter. (See p. 179.) What information is needed in the letter? Why is it important to write the letter clearly? Why should you keep the letter brief?
Practice writing a letter to contact an employer (P-GR)	With your teacher's help, write a letter asking for an application form. Share your letter with your classmates. How can you be sure your letter reads well? Who might you ask to check your letter?
Note how to contact an employer in person (C-K)	Listen as your teacher explains how to contact employers in person. When would it be best to contact employers in person? [NOTE TO TEACHER: Steps for contacting an employer in person include: (1) Give your name. (2) Say you are interested in a certain kind of job. (3) Ask if you may have an application form.]
Explain how to contact an employer in person (C-C)	In your own words, describe the steps for contacting the employer by a personal visit.
Practice the steps for contacting an employer in person (P-GR)	Follow the steps for contacting an employer in person as your teacher shows you each step. What are the steps for contacting an employer in person?
	Take turns role playing a situation in which a person contacts an employer in person. Did you give your name? Did you tell the employer the job you were interested in? Did you ask if you could have an application form? Ask your classmates how you can improve.
Explain how to contact an employer (C-C)	Draw a help wanted ad out of a box and explain to the class how you would contact the employer when applying for a job. Would you contact the employer by telephone or a letter or by a personal visit? Why? [NOTE TO TEACHER: Help wanted ads cut from newspapers could

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	be glued to index cards for this activity. Provide a magnifying glass for students who have difficulty reading the fine print.]
Identify an application form (C-K)	Look at an application form as your teacher explains its use. [NOTE TO TEACHER: Have several samples of blank application forms and discuss the similarity of requested information on the various application forms.] Why is certain information requested for some application forms and not for others? Why do employers require you to fill out an application form? When do you fill out the application form? Why is it important to do a good job filling out an application form? [NOTE TO TEACHER: Explain to students that some employers ask you to fill out the application form at the place of work. Other employers allow you to take the application form home with you to fill out and then return. Stress the importance of keeping the application form neat and clean.]
Note kinds of information needed on an application form (C-K)	Listen as your teacher describes kinds of information needed on an application form. What information is needed to fill out most application forms? [NOTE TO TEACHER: Depending on the situation, students may need to attach work permits, health certificates, or birth certificates to the job application form. Students under 18 years of age may be required to have a work permit. Check the laws in your state. Work permits can be obtained at the school. The parent's permission must be secured. Health certificates are required for certain types of jobs. Check with the school nurse or your public health department for health certificate requirements. Employers may want a copy of the student's birth certificate attached to the job application form. A student may obtain a copy of his or her birth certificate from the Bureau of Vital Statistics in the city or state in which the student was born, or from the county clerk in the county of birth. If a birth is not registered, it is usually possible to obtain a delayed birth certificate. In obtaining a delayed birth certificate, it is necessary to have certain documents notarized by using the services of a notary public, a public official authorized to administer oaths. See p. 180 for a sample letter for students to use as a guide when requesting a birth certificate.]
State the need for a Social Security card (C-K)	Look at a film on Social Security cards. Who needs a Social Security card? When do you need a Social Security card? When a girl marries is it necessary to report the name change to the Social Security office? Why or why not? How do you apply for a Social Security number? Why do

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	employers want to know your Social Security number? What would happen if you forgot your Social Security number or lost your card, and made up a number to put on a job application blank?
State your Social Security number (C-K)	Repeat or write your Social Security number from memory. Say your Social Security number to a friend. Have the friend check the number with your card as you say it. How will knowing or having your Social Security number available help in filling out an application form? [NOTE TO TEACHER: If students do not have a Social Security card, they will need one before they start to work. To get a Social Security card they will need to fill out a form available at the local Social Security office or at a post office.]
State how to select personal references to be listed on an application form (C-K)	Listen as your teacher discusses who can be a personal reference. Who should you list for references? Why should your references be adults that know you well? Why shouldn't you use relatives for references? Why do adult friends of your family make good references? Why is it important to ask people if you can use them for a reference before you list them as a reference?
Describe kinds of information found on an application form (C-C)	In your own words, describe the kinds of information that are needed on an application form. Explain how to select references to use on the application form. Explain why it is necessary to have a Social Security card.
Prepare a personal information sheet (C-Ap)	With your teacher's help, make a personal information sheet about yourself. The personal information sheet should include information that might be asked for on an application form. How could this list be helpful to you when you are completing an application form? [NOTE TO TEACHER: The students can keep the personal information sheet with them and refer to it when filling out an application form. The personal information sheet should include the following information: name, address, Social Security number; telephone number; height and weight; age and birth date; parents' or guardians' names, address, and phone number; list of jobs student would like; health and physical defects (any handicaps that might affect work); schools and dates attended; previous work experience; names and address of previous employers; interests and hobbies; three or four references (include their names, addresses, occupations, and phone numbers).]

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Note how to fill out an application form (C-K)	Watch as your teacher shows you how to fill out an application form. Why should you use a pen to fill out the form? Why is it important to answer every question that is meant for you? Why is it important that you write very neatly on the form?
Practice filling out an application form (P-GR)	Follow each step for filling out an application form as your teacher shows you. Use your list of information most often asked to help you fill out the application form. Practice filling out application forms. Have your teacher check your work.

WORDS TO KNOW
About Applying For A Job
(Teacher Information Sheet)

employer - a person or business that hires workers.

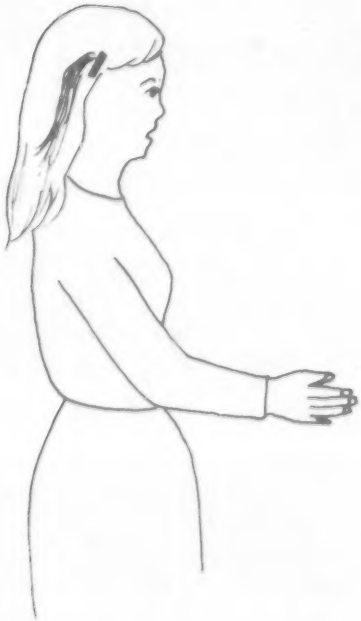
application form - a printed paper with blank spaces used to get information about a person applying for a job.

information sheet - a description of a person which helps in answering questions on an application form.

Social Security card - a card that shows your Social Security number. This number helps to keep track of the money that the government takes from your paycheck. The money is returned to you when you retire or can no longer work.

Social Security number - the number on your Social Security card which identifies you. You are the only person with this number.

CONTACTING EMPLOYERS
(Transparency)



LETTER TO REQUEST APPLICATION FORM
(Transparency)

817 West Oak Street
White Rock, Illinois 63121
March 29, 1981

Tastee Ice Cream Shop
911 Elm Street
White Rock, Illinois 63121

Dear Sirs:

In May I will graduate from White Rock High School.

I have worked part-time as a waitress and would like to work full-time at Tastee Ice Cream Shop after graduation. While I was in school I took a food service course. Please send me an application form.

Sincerely,

Mary Snider

REQUEST FOR A BIRTH CERTIFICATE
(Sample Letter)

2619 Any Street
Anytown, Texas 79400
November 29, 1980

Bureau of Vital Statistics
State Board of Health
Austin, Texas

Dear Sir:

Would you please send me a copy of my birth certificate? I am enclosing a check for $2.00 to cover the cost.

I was born in _____ County, Texas, on _____, 19___. My father's name is _____ and my mother's maiden name was _____.

Sincerely,

Your Name

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GETTING A JOB

Interviewing For A Job

COMPETENCY: Ability to job hunt effectively.

SUB-COMPETENCY: Ability to interview for a job.

WORDS TO KNOW: interview, interviewer, good appearance, first impression

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify the purpose of the interview (C-K)	Listen as your teacher explains the importance of an interview. What is an interview?
Explain the purpose of an interview (C-K)	In your own words, describe the purpose of an interview. When will you be going out on an interview?
Identify how to prepare for an interview (C-K)	Listen as your teacher explains how to prepare for an interview. Why is it important to write down the date, time, and location of the interview? What is the purpose of the interview? Why is it important to know what an interviewer is looking for in an interview? What kinds of questions might the interviewer ask? How can you be prepared to answer these questions? [NOTE TO TEACHER: Most interviewers want to know these things: (1) what job the student would like, (2) why the student thinks he or she can do this job, (3) whether the student is interested in part-time or full-time work, (4) previous work experience, (5) the hours the student can work. Some interviewers may ask (6) the student's grades, (7) favorite subjects in school, (8) willingness to work overtime and holidays, (9) school absentee record, and (10) how the student plans to get to work.]
List questions that an interviewer might ask (C-K)	With your teacher's help, make a list of questions that an interviewer might ask you in an interview. [NOTE TO TEACHER: Print the list on the chalkboard so students can see and study the questions an interviewer might ask.] Look over the questions and decide how you would answer each. Take turns answering the questions as your teacher points to them.
Identify items needed in an interview (C-K)	Look at a transparency of things that you would need to take to an interview as your teacher explains why you would need each item. Why should you take a pen and

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	pencil to the interview? How might you use the personal information list during an interview? Why should you have your Social Security card with you?
Explain why you would need certain items in an interview (C-C)	As your teacher points to an item on the transparency that you would need to take to an interview, explain why you would need that item. (See p. 184.)
Note the importance of a good appearance for an interview (C-K)	Listen as your teacher explains the importance of your appearance for an interview. What is the interviewer's first impression based on? What kind of clothes should you wear to an interview? Why will clothes you choose depend on the job you are interviewing for?
Describe clothing suitable for various types of interviews (C-C)	Look through magazines to find examples of clothing that would be suitable for various job interviews. Share your pictures with your classmates and explain why you have chosen each picture.
Identify steps to follow in an interview (C-K)	Listen as your teacher describes the steps to follow in an interview. Why are these steps important? [NOTE TO TEACHER: Steps to follow in an interview include: (1) arrive a few minutes early, (2) introduce yourself, (3) shake hands when the interviewer offers, (4) stand until the interviewer asks you to be seated, (5) look the interviewer in the eye, (6) be ready to answer questions about yourself, and (7) when the interview is over, ask when you can call for the decision.] Why is it important to go to the interview by yourself?
Describe the steps to follow in an interview (C-C)	In your own words, explain the steps to follow in an interview. How will you know when the interview is over?
Practice the steps that should be followed in an interview (P-GR)	Role play interviews following all of the steps described by your teacher. Your teacher will act as the interviewer. As your teacher names a job, practice the steps you would follow while interviewing for that job. Ask your classmates for any suggestions for improvement.

WORDS TO KNOW
About Interviewing For A Job
(Teacher Information Sheet)

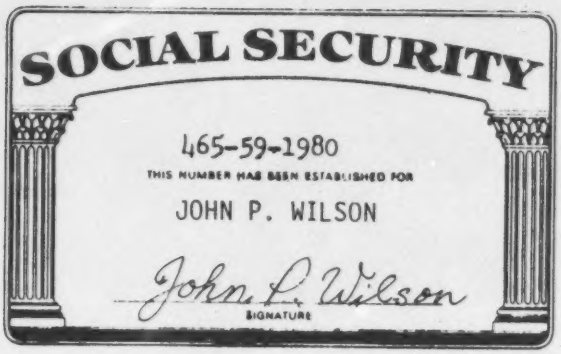
interview - a meeting used to exchange information about a job.

interviewer - an employer or person who talks with job applicants.

good appearance - looking neat.

first impression - the idea someone has of a person when meeting for the first time.

THINGS TO TAKE TO AN INTERVIEW
(Transparency)



PERSONAL INFORMATION SHEET

Jones, John Ben Born May 5, 1964 SS# 463-06-1444
455 Baines Street Phone (512) 793-3345
Austin, Texas 78711

Parents
Robert Jones Work Phone (512) 794-4456
Ellen Jones Work Phone (512) 765-1199

Jobs I Would Like:
Stock clerk, Waiter, Dishwasher, Orderly, Sacker, Counter attendant, Delivery person

Limitations
Allergies

Skills
Can make change, Take food orders

Schools
Crockett Elementary September 1964 to May 1969
Evans Junior High September 1969 to May 1971
Washington High School September 1971 –

References:
Rev. Jerry Bales, 213 Hardin, Austin
Ms. Pat Johnson, 801 Armando, Austin

SUITABLE WORK HABITS

Characteristics of a Good Worker

COMPETENCY: Ability to develop good work habits.

SUB-COMPETENCY: Ability to recognize characteristics of a good worker.

WORDS TO KNOW:

- good impression
- good grooming
- characteristic
- job skill
- pride

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify characteristics of people who make a good impression (C-K)	Listen as your teacher talks about making a good impression. What is meant by "making a good impression"? Think of people you know who have made a good impression on you. Why did these people impress you? What things do these people have in common?
Cite ways to make a good impression (C-K)	Listen as your teacher explains how a worker can make a good impression on an employer. Why do employers like good workers? How can being a good worker help you to keep a job? [NOTE TO TEACHER: Ways to make a good impression on an employer include: (1) show a good appearance at work, (2) get along with other workers, (3) do your job well, and (4) improve your job skills.]
Describe how to make a good impression (C-C)	In your own words, describe why it is important to make a good impression on an employer.
Identify the importance of showing a good appearance at work (C-K)	Look at a transparency showing workers with a neat appearance, and workers with a sloppy appearance. (See p. 190.) Which workers would make a good impression? Which workers do you think an employer would like best? Why?
List ways to show a good appearance (C-K)	With your teacher's help, list things that make a person look well-groomed. Be sure to include grooming factors for both boys and girls. [NOTE TO TEACHER: Refer to Independent Living, Grooming, pp. 86-104 for additional information on grooming.]
Display a desire to improve and continue good grooming habits (A-V)	Check your personal grooming habits with the things you listed. Where can you make improvements in grooming? How could these improvements help you get a job?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
List characteristics of people who get along well with others (C-K)	Think of people you know who would get along well with others. Describe these people to your classmates as your teacher lists their characteristics on the chalkboard. What things do these people have in common? What things do they do to make you like them?
Cite ways to get along with others (C-K)	Listen as your teacher describes how getting along with others can help you in a job. Why do employers like workers who can get along with other workers?
Describe how to get along with others (C-C)	Listen to case studies about workers. (See p. 191.) Explain why the workers in each situation get along well with other workers.
Practice getting along with others (P-GR)	Try to improve your skills in getting along with others. Do you smile easily? Do you keep from complaining and criticizing others? Can you admit your mistakes?
Identify how to use an employer's time fairly (C-K)	Listen as your teacher explains why it is important to use your employer's time fairly. What can you do to use your employer's time fairly? How can using your employer's time fairly help you to make a good impression on an employer? [NOTE TO TEACHER: Ways to use an employer's time fairly include: (1) arrive at work on time, (2) don't take long breaks, (3) don't go on errands for yourself on work time, and (4) don't leave work early.]
Explain how to use an employer's time fairly (C-C)	Role play situations in which workers do not use their employer's time fairly. Ask your classmates to describe what has happened in each situation and what could be done to correct the problem. How is using your employer's time unfairly like stealing?
Identify ways to do a job well (C-K)	Listen as your teacher explains how to do your job well. Why is it important to do a job well? [NOTE TO TEACHER: Ways to do a job well include: (1) following directions, (2) asking for help when needed, (3) being a "team worker," (4) working as fast as possible but doing a good job, (5) doing more than you are asked to do, (6) finishing each job, and (7) showing pride in your work.]
Choose to follow directions (A-V)	Play the game, "Simon Says," to practice following directions. [NOTE TO TEACHER: You may choose to play the traditional activity game or to modify the game so that following directions accurately results in a reward such as making or locating a snack.] Why should you ask questions if you do not understand directions? Why should you follow directions exactly?

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Choose to ask for help when needed (A-V)	Think of something you have done which did not turn out right because you failed to ask questions. How might the results have been different if you had asked questions? On a job, whom should you ask if you do not know what to do or how to do it? Why should you listen carefully to the answer to your question? Why should you try to remember the answer to your question?
Express a desire to be a team member on the job (A-V)	Name some team sports. How do these sports differ from individual sports? What is a team? Why is every member of the team important? How is a worker on a job like a team member?
Choose to work with speed and accuracy (A-V)	Attempt to say a tongue twister at the speed you normally speak. Then increase your speed until you can no longer say the tongue twister accurately. What happens when you try to say the tongue twister too fast? What happens when you say it normally? Now, listen as your teacher says the tongue twister very slowly. Was it hard to understand when said very slowly? Can workers work too fast? What happens if workers work too fast? Why do employers want workers to work as fast as they can and still do a good job?
Choose to do more work than told (A-V)	Ask workers you know to tell you why they have gotten raises in their jobs. How many said that one reason was that they did more work than they were told to do? Why do you think employers like workers who do more work than they are told? Why can't new workers always do this on their own? What can they do instead?
Choose to finish each job (A-V)	Think about the habits of people you know. Do you know people who always finish the things they start? Do you know people who never finish the things they start? Which type of person do you think an employer would prefer? How do you think the employer would feel about workers who finish the tasks they are assigned? How do you feel when you finish a job?
Exhibit pride in own work (A-V)	Find cartoons of people who feel good about themselves. Find pictures of people who feel bad about themselves. Listen as your teacher explains that the difference may be in the attitudes of these people. What is meant by the word "attitude"? Can attitudes be both good and bad? Give examples of good attitudes. Give examples of bad attitudes.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	Describe a worker who had a positive attitude toward his or her own work. [NOTE TO TEACHER: The description might indicate that (1) the worker wants to do a good job, (2) feels good about himself or herself, or (3) is proud when she or he does a good job.]
Choose to do a job well (A-V)	Describe jobs you have done in which you have followed steps for doing a good job. How did you feel about the job you did? In what ways could you have improved the job you did?
	Divide into two teams to play the game, "What Would You Do?" to discover ways to do a good job. (See p. 192.)
Cite ways to improve job skills (C-K)	Listen as your teacher explains how you can improve job skills. How can you improve job skills with practice? Why is it important to improve your job skills?
Choose to improve job skills (A-V)	Think of jobs you have done several times. Describe how you improved your job skills with practice.
Display a desire to become a good worker (A-V)	Work on areas that could help you to become a good worker.

WORDS TO KNOW
About Characteristics of a Good Worker
(Teacher Information Sheet)

good impression - a favorable effect.

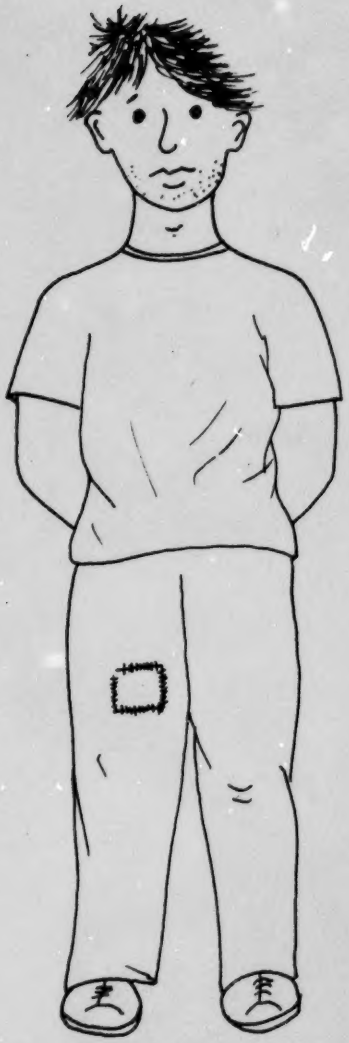
good grooming - clean and neat.

characteristic - a special quality that makes one person different from others.

job skill - an ability to do the tasks in a job.

pride - to have a good feeling about something you have done.

APPEARANCE OF WORKERS
(Transparency)



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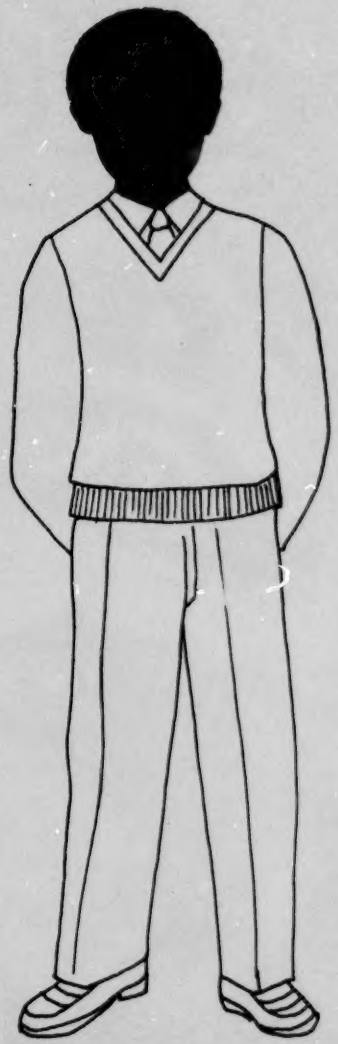

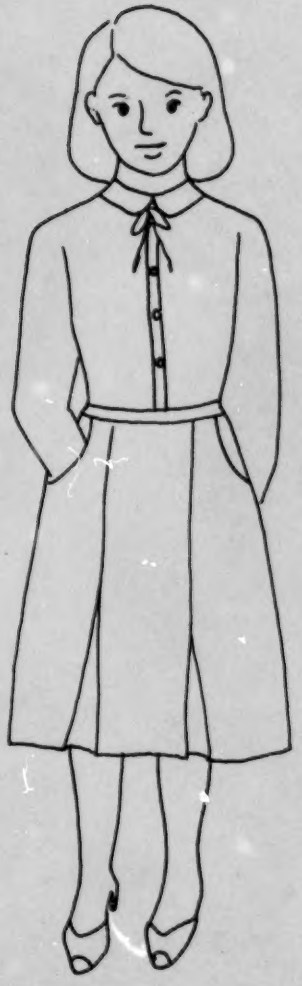

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GETTING ALONG WITH CO-WORKERS
(Case Studies)

1. Dan works in a large department store. Every day at 10:00 a.m. Dan and several other workers meet in the coffee shop to spend break together. Dan always gives his friends a chance to talk while he listens. Dan likes the people he works with and is interested in what they have to say. All the workers in the store like Dan.

2. Sue is an orderly in a hospital. Sometimes her job is hard but Sue always has a smile on her face. The people in the hospital always enjoy having Sue around.

"WHAT WOULD YOU DO?"
(Game)

Directions: Divide into two teams. Take time answering the questions as the teacher reads the stories. The teams will receive one point for each correct answer. The team with the most points wins the game.

1. Carol is a waitress in a large restaurant. Her employer gave her directions on how to write down food orders from customers. Sometimes Carol uses another way to write down the food orders, but the cooks cannot understand what she has written. Carol's employer warned her that if she failed to follow directions again, she would be fired. If you were Carol, what would you do?

2. John is a checker in a grocery store. He is a very good worker, and is never late for work. However, every day John leaves work 10 minutes before quitting time. The manager is becoming very angry with John for leaving work early and has decided to speak to John about it. If you were John, what would you do?

3. Denise and Elaine are team workers in a clothing factory. Denise always arrives at work 10 to 15 minutes late, then goes to the ladies room to put on her makeup. Elaine always arrives at work at 8 a.m. and begins her work. The manager of the clothing factory is very unhappy with Denise and Elaine because they are getting behind with their work. If you were Elaine, what would you do?

4. Robert is a bellhop for a large hotel. He shows guests to their room and carries their luggage for them. He also runs errands for the hotel manager. One day Robert was sent downtown to pick up some laundry for the hotel. On his way back to the hotel, Robert decided to stop at a department store to buy his mother a birthday present. When Robert returned to the hotel, the manager asked him why he had been gone so long. If you were Robert, what would you do?

SUITABLE WORK HABITS

On-The-Job Relationships

COMPETENCY: Ability to develop good work habits.

SUB-COMPETENCY: Ability to get along with others.

WORDS TO KNOW: traits, cooperation, dependability, enthusiasm, self-respect

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify traits people like in others (C-K)	As your teacher lists them on the chalkboard, name traits that you like in other people. Do you have these traits? Do your friends have these traits?
Note the importance of getting along with others on a job (C-K)	Listen as your teacher describes how getting along with others will help you in your job. Why is it important to get along with customers, employers, and other workers on a job?
Cite traits needed to get along with others on a job (C-K)	Watch as your teacher lists traits that you will need to get along with others on a job. Are these traits the same as those you like in other people? How could having these traits help you to keep a job? [NOTE TO TEACHER: Traits that are needed to get along with others on a job include: friendliness, fairness, cooperation, dependability, enthusiasm, self-respect, respect for others, loyalty, stability, understanding, and sympathy.]
Describe traits needed for getting along with others on a job (C-C)	In your own words, describe the traits needed to help you get along with others on a job.
Demonstrate traits needed to get along with others on a job (P-GR)	Divide into teams to role play situations showing the traits needed to get along with others on a job. Ask your classmates to name the trait you have demonstrated.
Illustrate traits needed to get along with others on a job (C-C)	Make a bulletin board showing the traits needed to get along with others on a job. Use drawings or pictures from magazines to show each trait.
Identify ways to avoid problems with others on a job (C-K)	Listen as your teacher describes how to avoid problems with others on a job. Why is it important to avoid problems with others on a job? Why are some people hard to get along with? [NOTE TO TEACHER: Ways to avoid

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	problems with others on the job include: (1) admit your mistakes, (2) say you're sorry, (3) do your share of work, (4) be a team worker, (5) don't play practical jokes, (6) don't argue with others, (7) don't gossip, (8) respect company property, (9) don't be nosy, and (10) control your emotions.] How can a good sense of humor, or the ability to laugh when the joke is on you, help you to get along with other workers? Why is it best to keep from taking sides when there are arguments or disputes between other workers? Why should you avoid gossiping about other workers?
Explain how to avoid problems with others (C-C)	Describe problems that you have had with others. How could these problems have been avoided?
	Look at a transparency of workers and describe what is happening in each picture. (See p. 196.) What could be done to correct the situation shown in each picture?
Answer questions about relationships with others (A-Res)	Divide into two teams to answer questions about getting along with others on a job. (See p. 197.) The team with the most correct answers wins the game. [NOTE TO TEACHER: Answers for the questions are on p. 198.]
Describe ways to solve problems on the job (C-C)	Identify acceptable ways to handle disagreements on the job. [NOTE TO TEACHER: Problems on the job are easier to handle if both persons: (1) listen to what the other person is saying, (2) try to see the other person's point of view, (3) stick to the facts, (4) try not to hurt the other person's feelings, and (5) are willing to change some.] What is tact? What is compromise? Why are both necessary to solve problems?

WORDS TO KNOW
About On-The-Job Relationships
(Teacher Information Sheet)

trait - a special quality or characteristic that a person has.

cooperation - to work well with others.

dependability - showing you can be trusted or relied upon.

enthusiasm - being excited about something.

self-respect - feeling good about yourself.

PROBLEMS AT WORK
(Transparency)

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GETTING ALONG WITH OTHERS
(Questions)

1. What are three traits that most people like in others?

2. Why is cooperation with others important on a job?

3. Why do employers like dependable workers?

4. What does self-respect mean?

5. What are two things you can do to avoid problems with others?

6. Why is it important to admit your mistakes?

7. Why do lazy workers sometimes cause problems on the job?

8. Why should you avoid gossiping about others on a job?

9. How could arguing with others hurt you on a job?

10. What does it mean to respect company property?

GETTING ALONG WITH OTHERS
(Answers)

1. Any three of the following: friendliness, fairness, cooperation, dependability, enthusiasm, and self-respect.

2. Employers like workers who help others whenever they can. On every job there are some things that nobody likes to do but workers can show cooperation by doing them.

3. Employers like workers who are always on the job and get their jobs done. Dependable workers do not miss work.

4. Self-respect means feeling good about yourself. It is easier to get along with others when you feel good about yourself.

5. Any two of the following: admit your mistakes, say you're sorry, do your share of the work, be a team worker, don't argue with others, don't gossip, respect company property, and control your emotions.

6. Trying to cover up mistakes can often lead to arguments. People will respect others who will admit their mistakes and who try to avoid making the same mistakes again.

7. Lazy workers do not do their share of the work. This means that someone else must do extra work to make up for the lazy worker.

8. Many times gossip is just talk about others that is not true. Gossip spreads rumors about others and can make those people very angry.

9. Nobody ever wins in an argument. Arguing can cause hard feelings among workers and makes it difficult for people to work together. Workers who argue on the job often get fired.

10. Respecting company property means that workers take care of machines, supplies, equipment, or anything else belonging to the company.

SUITABLE WORK HABITS

Safety and Emergency Procedures

COMPETENCY: Ability to develop good work habits.

SUB-COMPETENCIES: Ability to follow safety procedures important for a job.

Ability to use acceptable emergency procedures.

WORDS TO KNOW:

- accident
- safety
- rules
- injury
- plug
- unplugging
- plugging in
- outlet
- fire exit
- fire extinguisher

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Identify the importance of avoiding accidents on the job (C-K)	Listen as your teacher explains why it is important to avoid accidents on the job. Why do accidents usually happen? What jobs might have more dangers than others? Why do employers want workers to avoid accidents?
Describe causes of accidents (C-C)	Describe accidents that you have had. What was the cause of each accident? How could the accidents have been avoided?
Cite how to avoid accidents (C-K)	Listen as your teacher explains how to avoid accidents on the job. Why is it important to learn about safety on a job? [NOTE TO TEACHER: Three main ways to avoid accidents on a job are: (1) do your work the safe way, (2) know all of the safety rules, and (3) find out what you can and cannot do on a job.] Further information on safety can be found in *VEH Food Service Guide, VEH Clothing Service Guide, CVAE Clothing Services,* and *CVAE Food Services,* developed by the Home Economics Instructional Materials Center, Texas Tech University, Box 4067, Lubbock, Texas 79409.]
Note how to lift and carry heavy objects (C-K)	Look at pictures showing the safe way to lift and carry heavy objects as your teacher explains each step. (See p. 206.) How could you avoid an accident by lifting and carrying heavy objects the safe way? Watch as your teacher shows you how to lift and carry heavy objects. [NOTE TO TEACHER: Show students how to lift and carry various objects, such as boxes, loaded food trays, etc.]

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Practice lifting and carrying heavy objects (P-GR)	Practice lifting and carrying heavy objects. Have your teacher check your work. As your teacher names a heavy object, show your classmates the safe way to lift and carry that object.
Identify reasons for wearing safe clothing on the job (C-K)	Listen as your teacher explains the importance of wearing safe clothing on a job. What kinds of accidents could happen to a person wearing loose clothing and jewelry?
Describe safe clothing for workers (C-C)	Look at a picture of persons wearing safe clothing and persons wearing unsafe clothing. (See p. 207.) Which workers have safe clothing? Point out the workers with unsafe clothing.
Illustrate clothing which would be safe for workers (C-C)	Look through magazines or catalogs to find pictures of clothing that would be safe for workers to wear on a job. Explain to your classmates why you have chosen each picture.
Identify safe eating habits (C-K)	Listen as your teacher explains causes of food-borne illnesses. What can workers do to keep from getting sick from what they eat? Why should you be careful where you eat? Why should you wash your hands before eating? What kinds of foods are safe to take in a lunch? What kinds of foods are *not* safe to take in a lunch? What precautions should you take if you buy your lunch?
Describe situations in which food-borne illnesses might occur (C-C)	Listen as your teacher describes where and what workers ate for lunch. (See p. 208.) Decide whether each worker is or is not taking a chance of getting sick. Explain the reasons for your answers.
Identify correct steps for plugging and unplugging electrical equipment (C-K)	Watch as your teacher shows you how to plug and unplug an electrical cord. Why should electrical equipment be turned off before it is plugged into the outlet? [NOTE TO TEACHER: Explain to the students the importance of never inserting anything into the socket except the plug or an outlet cover. The student could be seriously injured or even killed if metal or other objects were put into the socket. Also stress the importance of handling the plug with dry hands. One should never handle a plug with wet hands, or stand in a wet or damp spot when inserting or removing a plug. Show the students what is meant by a loose or exposed wire on the plug or cord. Tell the students never to use such a plug or cord. This can be reinforced by giving the student a defective plug or cord and encouraging the

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	student to throw the defective cord or plug away. A good safety precaution for the VEH laboratory is to cover unused outlets with plastic outlet covers.]
	View a transparency showing the right and wrong way to unplug a piece of equipment. (See p. 209.) Which illustration shows the wrong way to unplug a piece of equipment? What could happen if the cord was unplugged the wrong way?
Explain how to plug and unplug an electrical cord (C-C)	Describe where to place your hand on an electrical cord in order to plug or unplug it.
Practice plugging in and unplugging an electrical cord (P-GR)	Take turns showing the class how to plug and unplug an electrical cord. [NOTE TO TEACHER: Plastic tongs may be used to hold the plug to make plugging in and unplugging an electrical cord easier for those with limited use of arms.]
Use correct steps for plugging in and unplugging electrical equipment (P-M)	Perform the task of correctly plugging in and unplugging the electrical equipment when it is used.
Identify ways to avoid accidents on the job (C-K)	Look at pictures of accidents that could happen on the job as your teacher describes each. (See p. 210.) Have these accidents ever happened to you? How could these accidents have been avoided?
Explain how to avoid accidents on the job (C-C)	Draw a picture card out of a box. [NOTE TO TEACHER: Pictures may be cut from magazines or catalogs; or cut apart copies of the pictures on p. 210. Glue the pictures to index cards.] Explain to your classmates how the accident that is shown on your card could have been avoided.
State reasons employers want workers to report all injuries (C-K)	Listen as your teacher describes what to do if you or another worker is injured or gets sick on the job. Why is it important to report to your employer all injuries? Why is it important not to work when you are sick?
Explain what to do in case of an injury on the job (C-C)	In your own words, explain what to do if you or another worker becomes sick or injured on the job.
Note the use of a first aid kit (C-K)	Look at a first aid kit as your teacher explains the items that are in it. Why do most employers keep first aid kits on the job?
List steps to follow if someone stops breathing (C-K)	Watch demonstrations on how to help a person who is choking or has stopped breathing. [NOTE TO TEACHER:

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
	Invite someone from your local Red Cross chapter, fire department, police department, paramedics association, or medical profession to give the demonstration.]
	List the steps for helping a person who is choking. What are the signs that a person is choking? Where should you stand? Where should you put your arms? How should you hold your hands? Where should you press? What should happen as a result? List the steps for helping a person who has stopped breathing. How should you hold the person's head?
Describe the steps to follow if someone stops breathing (C-C)	Explain in your own words the steps to follow to help a person who is choking. Your teacher will help you if you make a mistake.
	Explain in your own words the steps to help a person who has stopped breathing. Your teacher will help you if you make a mistake.
Attempt to follow the steps to help a person who is choking (P-GR)	Role play a situation in which a waiter or waitress notices a woman who might be choking. Go to the person and ask if the person needs help. [NOTE TO TEACHER: A person who is choking will not be able to answer. A person who is having a heart attack will be able to answer. It is important to find out if the person can talk to distinguish between choking and a heart attack.] Assume the correct position and pretend to use the correct procedure. [NOTE TO TEACHER: Your local Red Cross chapter or fire department may have a life-size doll for use in practicing this technique.]
Attempt to follow the steps to help a person who has stopped breathing (P-GR)	Pretend that someone you work with has stopped breathing. Place the person in the correct position. [NOTE TO TEACHER: Obtain a life-size doll from your local Red Cross chapter or fire department for use in this learning experience.] Place your mouth tightly over the person's nose. Blow air into the person's mouth until you see the chest rise. Take away your mouth. Repeat until the person starts breathing or until help comes. Do not give up!
List the steps to follow to stop bleeding (C-K)	Watch a demonstration on how to stop bleeding. [NOTE TO TEACHER: Ask the person who demonstrated how to restore breathing to show how to stop bleeding.] List the steps to follow to stop bleeding.
Explain how to stop bleeding (C-C)	In your own words, describe how to stop bleeding. Your teacher will help you if you make a mistake.

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Attempt to follow the steps to stop breathing (P-GR)	With red pencil draw pretend cuts on your classmates. Draw numbers to get a partner. Work with your partner to practice the steps to stop bleeding. Your teacher will check to be sure you follow the correct steps.
List the steps to follow to prevent shock (C-K)	Watch a demonstration on how to prevent shock. [NOTE TO TEACHER: Ask the person who did the demonstration above to show how to prevent shock.] List the steps to follow to prevent shock. How does a person in shock look and feel? What can you use to keep the person warm? How should the person lie? Should the person be left alone?
Explain how to prevent shock (C-C)	Describe in your own words how to prevent shock. Your teacher will help you if you make a mistake.
List steps to follow for minor accidents (C-K)	Watch demonstrations on the steps to follow for minor accidents. List the steps to follow for minor burns, foreign objects in the eye, insect bites, and animal bites.
Describe the steps to follow for minor accidents (C-C)	Play "Spin the Bottle" to practice describing the steps for minor accidents. The person spinning the bottle names an accident. The person the bottle points toward must describe the steps to follow to treat the injured person.
Name common causes of fire (C-K)	Observe a bulletin board showing common causes of fires. Discuss how these causes of fires might occur in jobs you are learning about.
Identify fire safety rules (C-K)	Listen as your teacher explains fire safety rules. How do fires get started? How could a fire harm you? Why is it important to report the smell of smoke or gas to your employer at once? [NOTE TO TEACHER: Rules for fire safety include: (1) report the smell of smoke or gas to your employer immediately, (2) know how to use the fire exit, and (3) know where the fire extinguisher is and how to use it.]
Note the use of fire exits (C-K)	With your teacher's help, locate the fire exits in your school. Why is it important to know where the fire exits are on the job? What color are the fire exits marked? [NOTE TO TEACHER: The safety color codes developed by the American Standards Association for industrial use are: (1) Red identifies fire protection equipment and emergency stops on equipment. (2) Yellow indicates caution or hazards which might cause stumbling, falling, tripping, bumping, or colliding. This color might be seen on aisles, handrails, protrusions, stair approaches, and floor areas near pits.]

OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES
Describe how to use fire exits (C-C)	As your teacher places a large red paper circle to represent a fire in the laboratory, tell the class which fire exits you would use if the fire was actually in the place represented by the circle.
Practice using fire exits (P-GR)	With your teacher's help, practice using the fire exits.
Cite the use of a fire extinguisher (C-K)	Listen as your teacher explains the use of a fire extinguisher. Why is it important to know how to use a fire extinguisher? Where is the fire extinguisher located in your laboratory? [NOTE TO TEACHER: Explain to students that safety rules may be different from job to job. It is very important for students to know the safety rules at their place of work. Some employers ask workers not to use the fire extinguishers, while other employers require workers to know how to use fire extinguishers in case of a fire. Students should be aware also of the danger of throwing water on a grease fire.]
Observe how to use a fire extinguisher (P-P)	Watch as your teacher shows you how to use a fire extinguisher. [NOTE TO TEACHER: Take the fire extinguisher out of doors to demonstrate its use. The most important thing is that the students understand what happens when the fire extinguisher is in use.]
Practice using a fire extinguisher (P-GR)	Follow the steps for using the fire extinguisher as your teacher shows you each step. Take turns showing the class how to use a fire extinguisher.
Identify the importance of knowing what to do on a job (C-K)	Listen as your teacher explains why it is important to know what you can and cannot do on a job. How do you know what you can and cannot do on a job? What could happen if you tried to do things your employer told you not to do?
Explain the importance of knowing what to do on a job (C-C)	Listen to a case study and explain why the accident happened. (See p. 211.) How could the accident have been avoided?
Illustrate safety rules to follow on a job (C-C)	Make a bulletin board showing safety rules to be followed on a job in which you are interested.
Form habits of using the equipment in the VEH laboratory (A-V)	Display safe habits at all times in the VEH laboratory. Report to the teacher if another student does not follow the safety rules.

WORDS TO KNOW
About Safety and Emergency Procedures
(Teacher Information Sheet)

accident - something that happens by chance.

safety - freedom from danger.

rules - guides to follow.

injury - something that damages or hurts a person.

plug - the end of an electrical cord with two or three small metal prongs. The prongs must be placed into an electrical outlet to allow electricity to pass through.

unplugging - taking a plug out of an outlet.

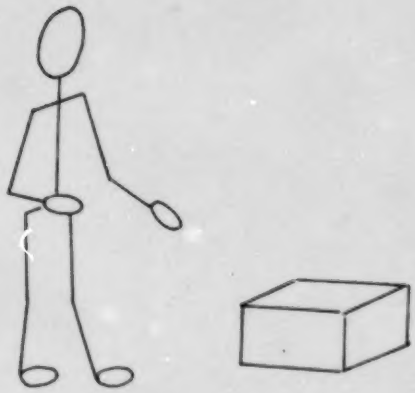
plugging in - placing a plug into an outlet.

outlet - a place in the wall or the floor into which the prongs of a plug are placed.

fire exit - the door you use in case of a fire.

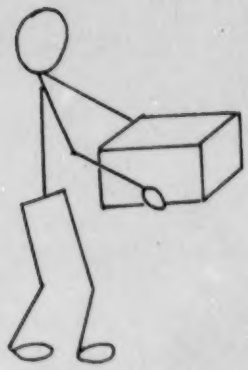
fire extinguisher - tank filled with a material used to put out fires.

LIFTING AND CARRYING HEAVY OBJECTS
(Handout)

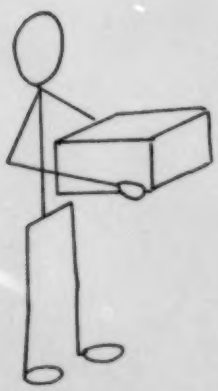


1. Place your feet about 12 inches apart and get ready to lift the object.

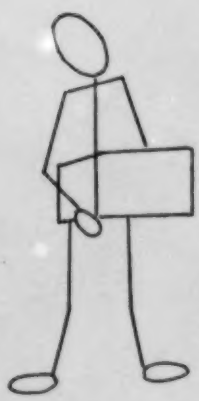
2. Bend down close to the object and try to lift. If the object is too heavy, ask for help.



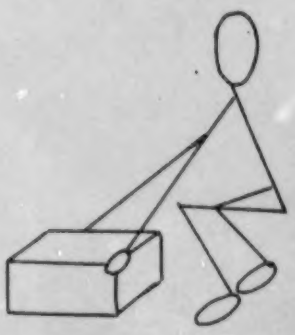
3. Keep your back straight and lift by using your leg muscles.



4. Stand straight keeping the object close to your body.

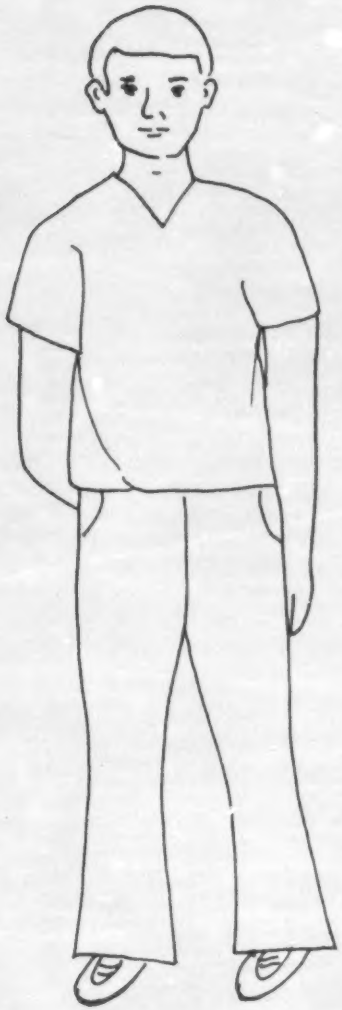


5. Check to see if the way is clear.



6. Remember to bend your knees as you lower the object.

SAFE AND UNSAFE CLOTHING FOR WORKERS
(Handout)



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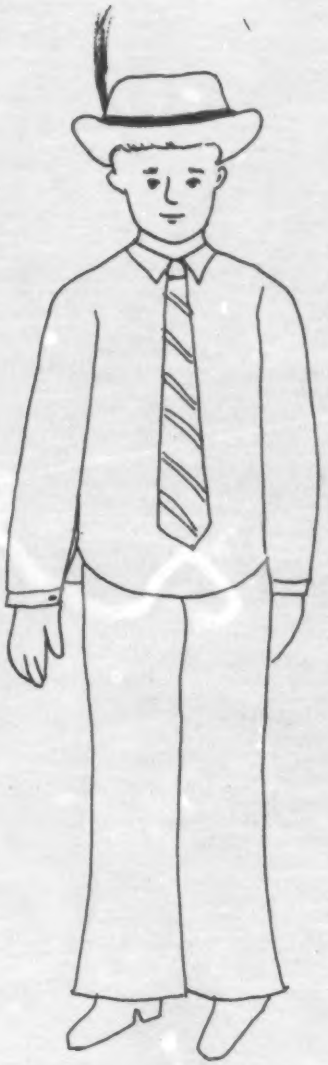
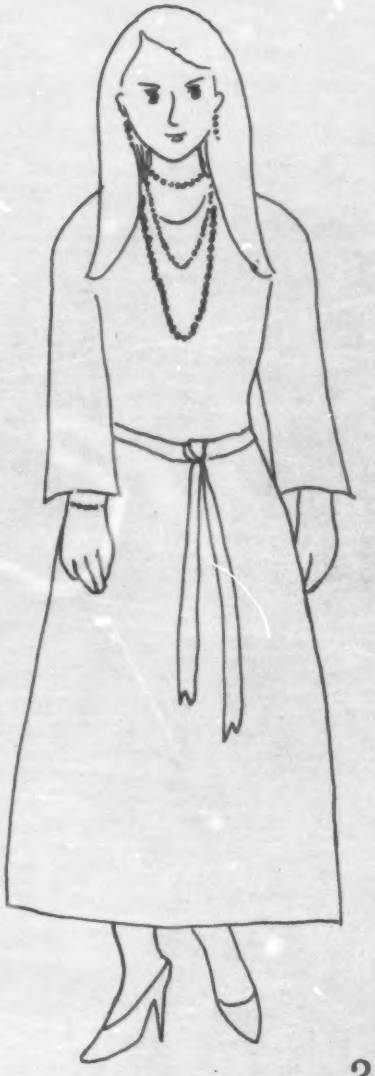




220

WORKER'S EATING HABITS

Directions: Read each situation aloud. Decide whether each worker is taking a chance of getting sick by eating unsafe food in an unsafe place.

1. Deborah is embarrassed that she is the only worker who brings her lunch, so she eats in a stall in the rest room.

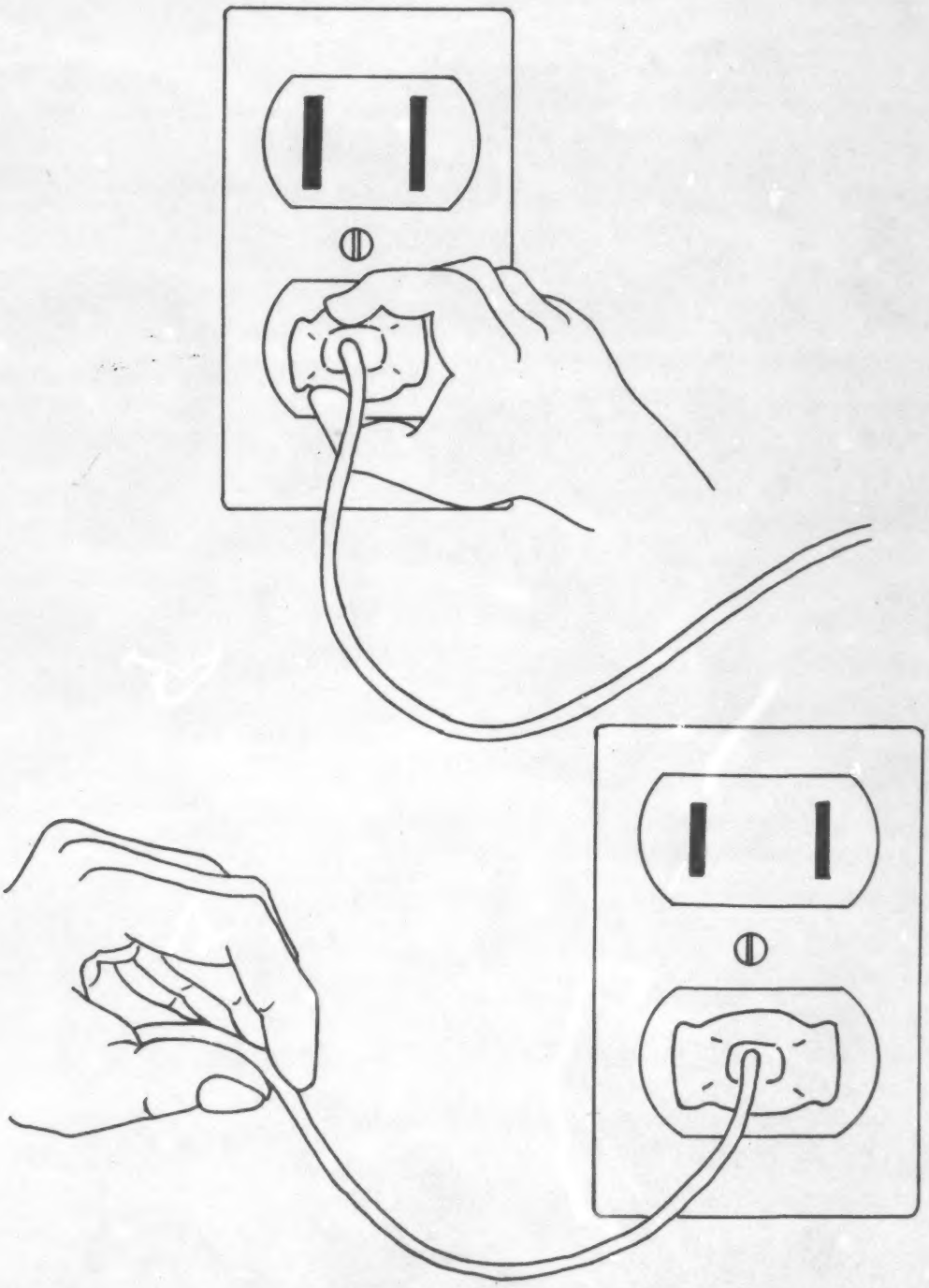
2. Jimmy works as a school custodian. He does not like to eat in the school cafeteria, so he brings his lunch and eats in the basement furnace room.

3. Catherine, a waitress, is starved when it is finally time for her lunch break at Anytown Restaurant. She gets a plate of food and sits down to eat at the employee's dining table.

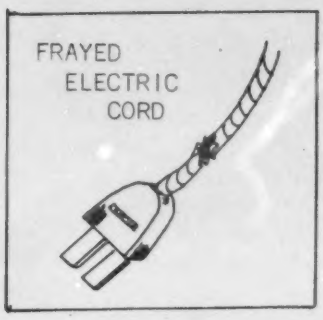
4. George likes to eat at the diner across the street from the clothing factory where he works. Today George ate a piece of custard pie which is kept in an unrefrigerated pie box at the diner.

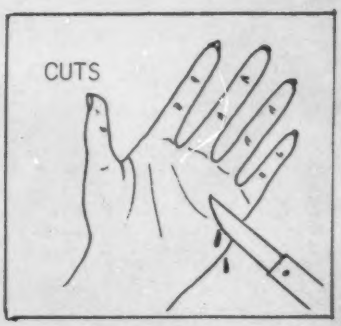
5. Ramona especially likes chicken salad sandwiches for lunch. She keeps the lunch sack by her sewing machine at the clothing factory until lunch time.

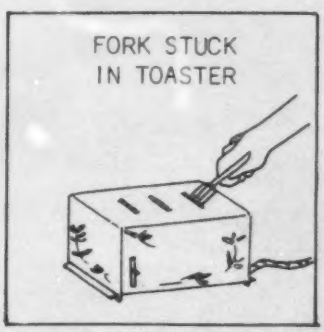
RIGHT AND WRONG WAYS OF
PLUGGING IN AND UNPLUGGING ELECTRICAL EQUIPMENT
(Transparency)

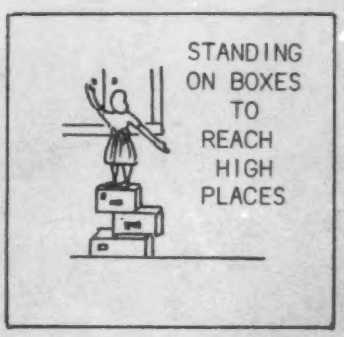


SAFETY HAZARDS
(Transparency and Cards)









CASE STUDY

Steven is a busboy at Hal's Hamburger Haven. Mr. Jones, Steven's boss, told Steven not to use the cooking or cleaning equipment in the kitchen. One day, Steven decided he would help the other workers by washing some of the dirty dishes. Steven had never been taught to use the dishwasher and he did not know that heavy gloves should be worn for protection against the very hot water used to wash the dishes. Steven washed several items without the gloves and burned his hands badly. Mr. Jones was very angry with Steven.

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FOR
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1981

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Lubbock, Texas

In cooperation with

Texas Education Agency
Department of Occupational
Education and Technology
Homemaking Education
Austin, Texas

ORIENTATION: SPECIAL NEEDS

BOOKS

Anema, Durlynn. *Get Hired! 13 Ways to Get A Job.* Hayward, California: Janus Book Publishers, 1979. 64 pp. ($4.47, s.p. Offering your best abilities, following your interests, putting your talents to work, making your classwork pay, using past experiences, checking out business needs, believing in yourself, showing how you can help, and asking for a tryout. G: 7; SBF.)

Bailey, Lorraine Hensel. *Time to Spare.* New York: Gregg Division, McGraw-Hill Book Co., 1978. 118 pp. ($3.75, s.p. In Texas, order from Manchester, Missouri. Leisure, hobbies, time for others, travel, recreation, international travel, and enjoying yourself. G: 9; SBF.)

Blackledge, Walter L.; Blackledge, Ethel H.; and Keily, Helen J. *The Job You Want–How to Get It.* 2nd ed. Cincinnati, Ohio: South-Western Publishing Co., 1975. 92 pp. ($3.01, s.p. Getting a job, goals, summer employment, experience, selling your abilities, letter of application, application forms, interviews, and the first day on a job. G: 9; SBF.)

Bohn, Raymond J., and Wool, John D. *Learning About Time.* Phoenix, New York: Frank E. Richards Publishing Co., Inc., 1969. 50 pp. ($1.95, s.p. Telling time, writing time, writing a date, and the calendar. G: 8; SBF.)

T Chapman, Elwood N. *Your Attitude is Showing.* 3rd ed. Palo Alto, California: Science Research Associates, 1977. 226 pp. ($6.95, l.p. Importance of good human relations; achieving good human relations, common mistakes in human relations, techniques for handling mistakes, and succeeding in the world of work.)

Crowley, Carleen Hoyt. *All About Clothes.* New York: Gregg Division, McGraw-Hill Book Co., 1978. 134 pp. ($3.45, s.p. In Texas, order from Manchester, Missouri. Finding your own look, analyzing your clothing needs, accessories, clothing care, repairs, alterations, and a glossary. G: 10; SBF.)

T Eggland, Steven A., and Williams, John W. *Communicating at Work.* Cincinnati, Ohio: South-Western Publishing Co., 1979. 210 pp. ($5.26, s.p. The importance of communication at work, communication to employers, communication from employers, communication with customers, communication with fellow employees, and communication in action.)

T Eggland, Steven A., and Williams, John W. *Human Relations in Business.* Cincinnati, Ohio: South-Western Publishing Co., 1977. 188 pp. ($5.20, s.p. Understanding human relations; understanding self; communications; and human relations with fellow employees, employers, and customers.)

S State adopted textbook
T Teacher reference
l.p. list price
s.p. school price
G Grade level readability

SBF Sex Bias Free
SBI Sex Biased Illustrations
SBL Sex Biased Language
SS Sex Stereotyping

Everhardt, R.M. *Motivation Messages.* Columbus, Ohio: The Ohio State University, 1979. 6-13 pp. each. ($1.50, l.p., set. 15 booklets. Motivation, imagination, procrastination, absenteeism, persistence, anxiety, goal-setting, time-killers, positive mental attitude, "that's my job," a pleasing person, how much you want success, what type of leader you are, seven constructive ways to handle failure, and rumors. G: 9; SBF.)

Jew, Wing, and Tandy, Carol. *Using The Want Ads.* Hayward, California: Janus Book Publishers, 1977. 64 pp. ($2.07, s.p. Finding and using want ads. G: 7; SBF.)

Jew, Wing, and Tong, Robert. *Janus Job Planner.* Hayward, California: Janus Book Publishers, 1976. 88 pp. ($2.22, s.p. Interests, experience, working conditions, values, pay and expenses, choosing jobs, attitudes, goals and plans and descriptions of more than 60 jobs open to young men and women. G: 6; SBF.)

Kahn, Charles; Tong, Robert; and Jew, Wing. *My Job Application File.* 2nd ed. Hayward, California: Janus Book Publishers, 1975. 49 pp. ($2.52, s.p. Applying for a job, applying by letter for advertised jobs, company job applications, personal history, educational record, health record, needed papers, paid and unpaid work experience, and references. G: 8; SBF.)

T Kimbrell, Grady, and Vineyard, Ben S. *Entering the World of Work.* 1st ed. Bloomington, Illinois: McKnight Publishing Company, 1978. 301 pp. ($10.42, s.p. Finding job openings, applying for a job, interviewing for a job, first day on a job, getting along with your employer, getting along with co-workers, safety on the job, you and work, understanding yourself, living on your own, managing your money, take-home pay, and problems that affect your job.)

T Kushner, John A., and Keily, Helen J. *How to Find and Apply For A Job.* 3rd ed. Cincinnati, Ohio: South-Western Publishing Co., 1975. 69 pp. ($2.40, s.p. Appraising your salable assets: a personal inventory, seeking opportunities for selling your services, selling your services by letter of application, preparing the application form, selling yourself in a personal interview, following through on your sales effort, and correcting your job application weaknesses.)

Livingstone, Arnold. *Janus Job Interview Guide.* Rev. ed. Hayward, California: Janus Book Publishers, 1977. 80 pp. ($2.54, s.p. Being prepared for job interviews, skills needed for job interviews, and making a good impression during job interviews. G: 6; SBF.)

Norris, Marilyn White. *Caring for Kids.* New York: Gregg Division, McGraw-Hill Book Co., 1978. 132 pp. ($4.28, s.p. In Texas, order from Manchester, Missouri. Childhood play is on-the-job training; toys are tools for kids; kids and discipline; day by day with a child; kids of your own; and a glossary. G: 9; SBF.)

T Pautler, Albert J., Jr. *Job Seeking Guide.* Albany, New York: Delmar Publishers, 1979. 81 pp. ($2.15, s.p. Assessing abilities and interests, preparing for the job search, the job interview, and results of the job search.)

Pearson, Craig M.; Galgowski, Helen Magnuson; and Pearson, Deirdre C. *Food and You.* New York: Gregg Division, McGraw-Hill Book Co., 1978. 162 pp. ($4.64, s.p. In Texas, order from Manchester, Missouri. Nutrition, tools, staples, meals for one, budgeting, shopping, cooking for company, and a glossary. G: 9; SBF.)

Pearson, Craig M. *On Your Own.* New York: Gregg Division, McGraw-Hill Book Co., 1978. 117 pp. ($4.10, s.p. In Texas, order from Manchester, Missouri. Aloneness vs. loneliness; solitude and self-awareness; needs, values, goals; decision-making; and planning a day, a week, and a year. G: 8; SBF.)

Roderman, Winifred Ho. *Getting Around Cities and Towns.* Hayward, California: Janus Book Publishers, 1979. 64 pp. ($4.47, s.p. Getting around a neighborhood; looking for an address; reading a street map; getting around by bus; getting around a big city; north, east, south, west; getting around a building; using a directory. G: 7, SBF.)

Roderman, Winifred Ho. *Reading and Following Directions.* Hayward, California: Janus Book Publishers, 1978. 64 pp. ($2.07, s.p. Reading, following, and giving directions. G: 8; SBF.)

Roderman, Winifred Ho. *Reading Schedules.* Hayward, California: Janus Book Publishers, 1978. 64 pp. ($2.07, s.p. Reading dates and times; making time schedules; movie, TV, and radio schedules; sports schedules; ferry, bus, subway, train, plane, and boat schedules. G: 8; SBF.)

Shawn, Bernard. *Foundations of Citizenship.* Rev. ed. Phoenix, New York: Frank E. Richards Publishing Co., Inc., 1971. 203 pp. ($7.95, l.p. The importance of each person, the family, the community, jobs, holding a job, health and safety, taxes, spending and saving your income, savings and insurance, recreation and use of leisure time, and a review of chapters. G: 7; SBF.)

Strain, Virginia Safford. *A Place of Your Own.* New York: Gregg Division, McGraw-Hill Book Co., 1978. 150 pp. ($3.75, s.p. In Texas, order from Manchester, Missouri. Getting, decorating, and caring for your own place, keeping safe and secure, using appliances, making repairs and improvements, sharing your place, being a good neighbor, and a glossary. G: 8; SBF.)

Trenkle, Clare. *You.* Phoenix, New York: Frank E. Richards Publishing Co., Inc., 1966. 146 pp. ($5.95, l.p.; $1.95, workbook. Creating a better self-image, improving self-control, social skills, and attitudes. G: 7; SBF.)

T Weiland, Barbara, and Dolgin, Elinor, eds. *A Guide To Independent Living.* New York: Butterick Publishing, 1975. 215 pp. ($3.95, s.p. Shelter, food, clothing, financial and legal information, social life, leisure, sundries, and taking care of yourself.)

PAMPHLET SOURCES

American Home Economics Association, 2010 Massachusetts Avenue, N.W., Washington, D.C. 20036

Consumer Information Center, Pueblo, Colorado 81009

Money Management Institute, Household Finance Corporation, Prudential Plaza, Chicago, Illinois 60601

National Association for Retarded Citizens, P.O. Box 6109, 2709 Avenue E East, Arlington, Texas 76011

National Easter Seal Society for Crippled Children and Adults, Inc., 2023 West Ogden Avenue, Chicago, Illinois 60612

Social and Rehabilitation Service, U.S. Department of Health and Human Services, Washington, D.C. 20201

Superintendent of Documents, United States Government Printing Office, Washington, D.C. 20402

United States Department of Health and Human Services, Washington, D.C. 20201

PERIODICALS

Career World 1: The Beginning Guide to Career and Self-Awareness. Highland Park, Illinois: Curriculum Innovations. ($7.00, 1 subscription; $4.25, each, 2-14 subscriptions; $0.85, each, 15 or more subscriptions. Published monthly, September-May. Major areas of career awareness. G: 4-7.)

Career World 2: The Continuing Guide to Careers. Highland Park, Illinois: Curriculum Innovations. ($7.00, 1 subscription; $4.25, each 2-14 subscriptions; $0.85, each, 15 or more subscriptions. Published monthly, September-May. Career education articles focusing on preparation and attitudes. G: 7-12.)

Co-ed. Englewood Cliffs, New Jersey: Scholastic Magazines, Inc. ($5.00, 10 issues. Published monthly, September-June. Special features on child development; intellectual, social, emotional, and physical aspects of teenage girls; food preparation; fashion: to make or to buy; housing; and money management.)

Encore. Washington, D.C.: Library of Congress. Free loan from your regional library. Bimonthly recording supplying Braille and "talking" (recorded) books and recorded tape cassettes to those who cannot read conventional print.)

Forecast for Home Economics. Englewood Cliffs, New Jersey: Scholastic Magazines, Inc. ($5.00, 9 issues. Order from Forecast for Home Economics. Published monthly, September-April; bimonthly, May/June. *Co-ed* magazine. Teaching techniques, special features, clothing and textile arts, health and grooming, food and nutrition, home furnishings and equipment, careers, crafts, personal development, and consumer awareness.)

Green Pages. Winter Park, Florida: Products and Services for the Handicapped. ($6.00, annual subscription. Published quarterly. A directory of products and services for the handicapped.)

Illinois Teacher of Home Economics. Urbana, Illinois: University of Illinois. ($7.50, 1-year subscription; $21.00, 3-year subscription; $1.75, single copy. Published five times during academic year. Order from Illinois Teacher. Teaching techniques and curriculum ideas.)

Penney's Forum. New York: J.C. Penney Company, Inc. (Free. Distributed by managers of J.C. Penney stores biannually. Curriculum ideas; teaching techniques; and special features, such as value clarification, consumerism, interpersonal relationships, attitudes, behavior, human potential, and other information for educators.)

Tips and Topics. Lubbock, Texas: Texas Tech University. ($4.00, quarterly. Order from Tips and Topics. Teaching ideas and information on current trends in the field of home economics.)

PERIODICAL SOURCES

School library and local newsstands

TEACHING AIDS

Applying for Credit. Kalamazoo, Michigan: Interpretive Education, n.d. ($24.95, l.p. One filmstrip, color; audio cassette; instructor's guide. Basics of applying for credit, the functions of credit, and the responsibilities and consequences of abusing it. Low vocabulary.)

Care of the Teeth. Kalamazoo, Michigan: Interpretive Education, n.d. ($24.95, l.p. One filmstrip, color; audio cassette; instructor's guide. A fundamental program that explains the causes of tooth decay, prevention of tooth decay, correct flossing and brushing. Low vocabulary.)

The Extra Step. New York: American Telephone and Telegraph Company, n.d. (Free loan. In Texas, order from Southwest Sound Films; out-of-state, contact local Bell Telephone business office. One 16mm film, color, sound, 33 minutes. Using a telephone correctly.)

How to Clean an Apartment. Costa Mesa, California: Franklin Clay Films, n.d. ($25.00, l.p., with cassette; $26.00, l.p., with LP record. One filmstrip, cassette or LP record; discussion guide. Stresses the importance of setting one's own personal values for cleanliness, compromises to be made when living with someone else, cleaning specifics, and setting up an efficient cleaning schedule.)

Job Responsibilities. Kalamazoo, Michigan: Interpretive Education, n.d. ($24.95, l.p. Two filmstrips, color; two audio cassette sides; instructor's guide. Basic responsibilities that an employee and employer have to each other: accurate information, job description, punctuality, efficient and adequate work, withholding tax and benefits. Low vocabulary.)

Money Handling. Kalamazoo, Michigan: Interpretive Education, n.d. ($24.95, l.p. One filmstrip, color; audio cassette; instructor's guide. Understanding money, and making change correctly. Low vocabulary.)

Telling Time. Kalamazoo, Michigan: Interpretive Education, n.d. ($24.95, l.p. One filmstrip, color; audio cassette; instructor's guide. Basic concepts of time, week, month, and year are explained. Low vocabulary.)

Transportation. Kalamazoo, Michigan: Interpretive Education, n.d. ($24.95, l.p. One filmstrip, color; audio cassette; instructor's guide. Different forms of transportation, comparative costs, advantages and disadvantages. Low vocabulary.)

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Channing, L. Bete, Co., Inc., 45 Federal Street, Greenfield, Massachusetts 01301

Local county extension agent

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J.C. Penney Company, Inc., Consumer Affairs Department, 1301 Avenue of the Americas, New York, New York 10019

Frank E. Richards Publishing Co., Inc., P.O. Box 66, Phoenix, New York 13135

Sears, Roebuck, and Company, Consumer Information Services, Dept. 703, Sears Tower, Chicago, Illinois 60684

Steck-Vaughn Company Publishers, 807 Brazos, P.O. Box 2028, Austin, Texas 78768

Tupperware, Educational Services, P.O. Box 2353, Orlando, Florida 32802

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Highland Park, IL 60035

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